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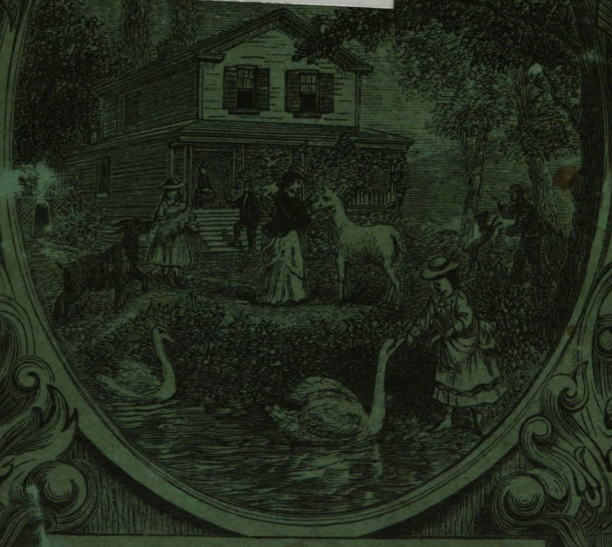

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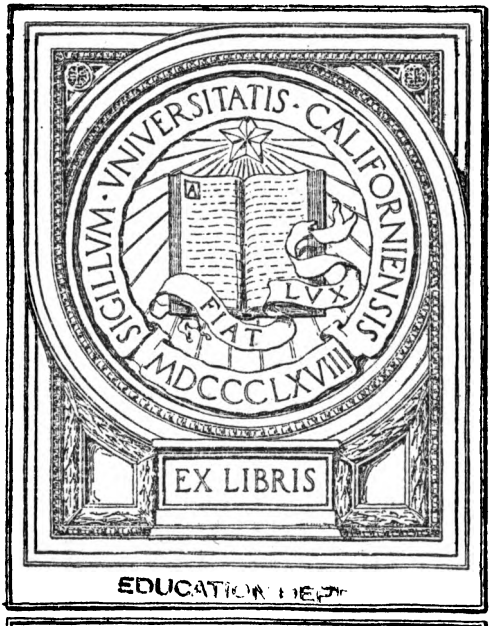

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MODEL SECOND READER

SENTENCE METHOD

BY J. RUSSELL WEBB.

AUTHOR OF NORMAL READERS, ANALYTICAL FIRST, SECOND & THIRD READERS, AND WORD METHOD, ETC. ETC.

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PREFACE.

THIS BOOK is designed to follow the MODEL FIRST. The reading matter has been selected and prepared with great care. Everything has been excluded that was, in any sense, considered objectionable, and, so far as space would permit, everything deemed desirable for such a book, has found place on its pages.

The importance of correct instruction at this stage of childhood, and of correct methods, cannot be over-estimated. While in these respects it is not claimed that this book is perfect, it is believed that careful attention to its teachings, and to the facilities for practically developing them, will prove it worthy the place it is to occupy in the MODEL SERIES.

The INTRODUCTION is written expressly for those primary teachers who are to use the book—nearly all young, and many of them inexperienced. To aid them, has been my object, and, therefore, the instructions are given somewhat in detail. It is hoped they will serve to perfect present methods, or aid in forming new and better ones.

Objections may be raised to the length of some of the selections. Without first awakening an interest, instruction is of little value. An awakened interest, unsatisfied, wrongs the child. To secure both requires SPACE. This is my apology and defense.

Most of the reading matter has been either written or adapted expressly for these pages. The original source of some of it is unknown. To *St. Nicholas* and the *Nursery*, those princes among children's monthlies, I acknowledge indebtedness, and return thanks for permission to copy.

The cuts are all *original*—made expressly for this book. The artist, Mr. Maas, of Chicago, deserves and will receive, the gratitude of the children for the beautiful pictures in the FIRST and SECOND MODEL SERIES.

Attention is called to the SPELLING COLUMNS in the back part of the book, containing the words of both the First and Second Readers. This arrangement completes the book as a *Speller* as well as a Reader, and will be appreciated by both teachers and parents. These lessons are adapted for use with "SHERWOOD'S WRITING SPELLER."

SPECIAL attention is directed to those lessons which teach KINDNESS TO ANIMALS. In every possible way should teachers inculcate their sentiments so as to secure kindness, if not LOVE, for the brute creation.

> "I would not enter on my list of friends,
> Though graced with polished manners and fine sense,
> Yet wanting sensibility, the man
> Who needlessly sets foot upon a worm,"

and the person who would, need only to expect, when the hour of trial comes, TO BE BETRAYED.

J. R. W.

CHICAGO, Sept. 17, 1874.

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INTRODUCTION.

WE ARE commanded to sing with the spirit and with the understanding. Are we under any less obligations to READ with them.

TALKING.

Children, in their sports, talk with ease. Their elocution would be wonderful, if in any degree its perfection was dependent on their own studied effort; but as it is the spontaneous production of the "spirit and understanding," it is simply natural—unavailable.

WHAT IS READING?

Reading may be defined as Talking Thoughts from Words. With a full comprehension and appreciation of the words, (the thoughts they represent,) there is no insurmountable reason why the reading of children may not be as easy and graceful as their talking. That their

READING IS NOT ALWAYS GOOD,

but far otherwise, is too notoriously true to need remark. Why is it so?

"As the twig is bent, the tree's inclined."

This is emphatically true in the matter of reading.

THE NATURE of the child's first lessons, and the manner of giving them, are potent for good or ill. They give the bent—almost fix the habit. For hints on giving these lessons, both as to matter and manner, the teacher is referred to MODEL FIRST READER.

THE GRADE of the reading matter is often too high for the children. This, of itself, would almost invariably make poor readers; at any rate, to avoid such a result, would require more time, skill, and patience than most teachers have to spare. For this desparity in grade, parents are often, in part, responsible. They are anxious that their children should advance rapidly, and urge, as a means, their promotion to a higher book, without considering that real advancement can be made only by completely mastering initiatory steps.

Among the many other prominent causes of imperfect reading may be named: The reading lessons are not properly studied. The children are allowed to hurry through the Reading Exercise with scarcely a thought of the meaning of anything read. They read in an indistinct, unnatural, and set voice, and in a heedless, thoughtless, spiritless manner.

Where all or any of these causes exist, GOOD reading is not to be expected.

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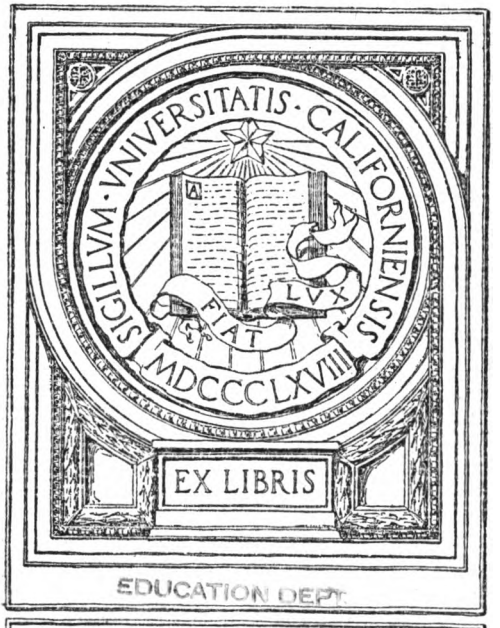

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HOW TO STUDY THE READING LESSONS.

The children are now prepared to study the Reading Lesson. In doing this several objects are to be kept in view; among them are,

1st. They are to study for the information contained in them;

2d. To gain familiarity with the language used to express the separate thoughts;

3d. With reference to telling the story in their own language; and

4th. To be able to give proper oral expression when reading it.

As the paragraphs are studied, let the children write out the meaning of each. If they write but few words, and if those few are copied from the book, it will help fix the ideas in the mind. But as one great object sought is to train them to clothe thought in their own language, it is better that they do not copy, unless it be for spelling purposes, or to gain the second object named above.

To close the studying exercise, the children should write out the story as best they can, and preserve it for use at the next exercise, which may be considered in part, at least, as

A LESSON IN LANGUAGE.

At this exercise, which should not be connected with the regular reading exercise, several of the children, if not all, should read what they have written; and whatever that may be (if they have evidently tried to do well,) commend the effort, remembering

"Tall oaks from little acorns grow,"

and that teachers were children once. It is a notorious fact, and it will do the children no harm to know it, that some of the world's great thinkers, writers, and orators, showed very little talent in their first efforts. And, indeed, nature sympathizes with the children, and gives the blade long before it does the full corn in the ear, seemingly just to encourage the little ones in their efforts: Persons who have outgrown the spirit of childhood, and cannot sympathize with it, would serve life's ends better outside the teacher's profession.

In addition to reading from their slates, the children may be called upon to tell the story. Parts of it not referred to by one, may be told by another. Or one may commence the story, stop, and another take it up, and he in turn may stop and another go on with it, etc. This will hold the attention of all, as no one knows who will be called on next.

The aim is, not only to become satisfied that the children understand the lesson, but, by reproducing its substance to fix the ideas in the mind—to make them a part of it; and also to give ability to express thoughts properly.

In calling attention to the language used by the children, great circumspection must be used at first, lest they lose confidence in themselves and become discouraged. The thought as told by one pupil, another may be called on to tell, and a third may be asked which told it the best, and another, if it cannot be told in some other way. A word may be incorrectly used. Ask who can think of a better word. Or, maybe, a transposition would improve it, and so on. A little skill will generally bring from the children the exact change desired.

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ANALYSIS OF THE LESSONS BY MEANS OF QUESTIONS.

To make sure that the class fully understand the lessons, it will often, if not always, be best to draw out the thoughts by means of questions. The analysis should aim—

1. To give the children a general conception of the whole lesson;

2. To give the meaning of paragraphs, sentences, clauses and words; and

3. To develop Judgment—Taste—Principles.

The following analysis of Lesson XXII will perhaps be suggestive to young teachers:

QUESTIONS.—What is this story about? Did the boy drown the squirrel? Why? How did the old man keep him from drowning it? Did the boy ever try to drown a squirrel after that? Why?

¶ 1. Tell the meaning of the first paragraph. What does "cruel" mean? "Often?" "Often cruel?" What does "do not think" mean? What is it to be cruel? Why are little boys often cruel? Who are often cruel because they do not think? How do thoughtless boys often act?

¶ 2. Peter may read the second paragraph. Tell in your own language what it says, John. Henry, did John tell it all? James, you may tell what he omitted. John, you may now tell it again. Where did the squirrel go? What kind of a squirrel was it? How do you know? (See ¶ 9.) Where do such squirrels make their homes? Who saw this squirrel? How did the boy happen to be there? What time of day was it? What makes you think so? Do you know what the boy's name was?

¶ 3, 4 & 5. Who thought to have fine sport? Who says John thought so? What did he mean by "fine sport?" Was John angry at the squirrel? Why did he want to kill it? Did he think the water would kill it? What would it do? Did he try it? How did he try to do it? What do you think he did with his dinner?

¶ 6. What did the water make the squirrel do? What does "struggle" mean? Can you spell it? How did John feel when he heard the squirrel struggle? What did he say? How did the squirrel feel? Why did the squirrel feel so? Why did John feel so pleased? Do you think John meant to be cruel? Was he cruel?

¶ 7. What is the meaning of "just then?" Who is meant by "some one?" by "little man?" by "I?" Who said "my little man?" Was John his little man? Why did the man call him so?

¶ 8. Tell me how the old man looked? Who was he? What kind of a man was he? Who says he was good? Do you think he was? Why do you think so?

¶ 10. What did the old man ask John? What answer would you have given him? What did he then say to John? Do you think the old man was right? Who made the squirrels? Who made all living creatures? Do you like to be hurt? Why? Do animals suffer pain when hurt? Do they like to be hurt?

¶ 11, 12, 13 & 14. Did John care for what the old man said? How do you know he did? What does "keep in mind" mean? What should little children always keep in mind? Who commands us to be kind? To what should we be kind? Will you be kind to them?

Every lesson should be submitted to one or both of these methods of treatment before it is used for a reading exercise.

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THE READING EXERCISE.

This exercise is not, as many seem to think, for the purpose of determining the number of paragraphs or pages that can be read in the allotted time, but for the purpose of *Teaching Reading*. The ideas of the lesson having been learned, the lesson now becomes

A DRILL EXERCISE

for teaching the art of expressing those ideas, orally. For this purpose a paragraph, or even a single sentence, will often be found of greater value than more. It is worse than folly to leave a lesson, or any part of it, till it can be properly read by the class.

If the reading habits are bad, break them up, and form good ones, by going back to first principles. [See MODEL FIRST READER.] Short sentences that can be spoken during one exhalation of the breath, are best for elementary drills. In such drills let the sentences be spoken, and then read, till the speaking and reading are easily and pleasantly done. Often, to accomplish this, the teacher must read, and the children imitate. Hence it will be necesary for the teacher to study even the simplest lessons.

EXAMPLES FOR ELEMENTARY DRILL.

A good boy.
A good dog.
A good horse.

A boy runs.
A boy jumps.
A boy rides.

The boy runs with the dog.
The boy jumps on a box.
The boy rides on a horse.

Where is the boy? He is in the house.
Is the boy sick? No; he is eating his dinner.
Shall I call him, or will you wait till he comes?

These examples will indicate the kind of matter to be used to break up bad habits. Teachers can prepare their own and place them on the board. A short daily exercise in them will be very beneficial in forming good habits, as well as in breaking up bad ones. Such examples are good for practice in *Concert Reading*.

EMPHASIS:—WHAT IS IT?

Simple examples to illustrate Emphasis.

A good boy.
A bad boy.

An old hen.
An old hog.

A white dog.
A black dog.

A black horse.
A black cow.

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A large cat. A red barn.
A small cat. A red house.

The white dog is in the barn.
The black dog is in the house.

My father's house is white.
Your father's house is red.

I bought my hat in St. Louis, my coat in Chicago, and my boots in Boston.

In examples like these, children will rarely misplace the emphasis. One boy is *good*, the other *bad*, etc. There is only one rule to govern in determining where the emphasis belongs. It is this: That part of the sentence which seems most important for bringing out the meaning is to be made prominent by greater earnestness of expression. This is generally manifested by increased force of voice, though sometimes, by the reverse, and by a short pause after the emphatic word.

In the sentence, "I saw John in Boston," what emphasis, if any, is to be given? How shall it be determined? The meaning you would convey must be the guide. If you would individualize the person seen, you will say, "I saw *John* in Boston." If the place, you will say, "I saw John in *Boston*." If the emphasis is placed on *I* or *saw*, still other ideas are conveyed. *I*, not *some one else*, saw him; or, I *saw*, not *heard*, that he was there. The IDEA, it will be perceived, is father of the expression. Teachers are, at best, but helps. Hence to *read well*, the children themselves must have clear ideas as to the meaning of what they read; and hence, too, no *rules* can make good readers.

INFLECTIONS.

When I ask, "Are you sick?" "Have you learned your lesson?" "Will you be here to-morrow?" the voice "rises" at the close of each question. But when I ask, "Where is the boy?" "Who will bring the book?" "What do you want?" the voice "falls" at the close of each question. This rising or falling of the voice, is called *Inflection*. In this sentence, "Will you write to Anna, or, go and see her?" the voice rises at *Anna*, and falls at *her*. When I say, "The spring has come," "The dog barks," "Mr. Jones is in the parlor," the voice falls at the end of each sentence. Generally the voice rises at the end of a question that can be answered by No, or, Yes, and falls when they will not answer it. It also falls at the close of positive statements, as in the above examples. The falling voice often adds emphasis and decision.

THE PRONUNCIATION OF WORDS

is determined by consulting standard authorities. It is the teacher's business to see that the children pronounce their words correctly, as it is to see that they use the right words to express their ideas. To aid both teacher and pupil, all the words of this book are arranged in columns in the back part, and the pronunciation marked. To determine and give the exact pronunciation of words

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THE SOUNDS OF THE LETTERS

as indicated by the marks, must be known. The *name* of a letter is not its *sound*. In some few instances they are alike, but generally they are unlike. In the words say, may, late, patient, the "a" has its name sound; but in man, all, any, the name gives no clue to the sound, and therefore none to the pronunciation. Hence the importance of careful instruction in this regard.

HOW TO DEVELOP SOUNDS.

Teacher **pronounces distinctly,** ME, ME, ME. ***Class,*** **ME, ME, ME.** ***Teacher*** **slowly. m-e-, m-e-, m-e-. *Class,* m-e-, m-e-, m-e-. Two sounds are recognized. Separate them. *Teacher,* m—, e—; m—, e—; m—, e—. *Class,* m—, e—; m—, e—; m—, e— Give each alone. *Teacher,* m—, m—, m—. *Class,* m—, m—, m—. *Teacher.* e—, e— e—. *Class,* e—, e—, e—.**

Any word may be substituted for *me,* and its sounds developed in the same manner.

EXAMPLES in *two* sounds: May (m-ā), say, ray; mow (m-ō), no, toe, so, though; all, aught; at, an; are, ma, pa, on; in, egg, lye, buy; sue, new, pew; use, ewe.

EXAMPLES in *three* sounds: Man, ran, fan; maul (m-ạ-l), ball, talk; bar, bear, take, mule, suit, through (th-r-o̤), tub, butt, done, sun, won; wean, sure.

EXAMPLES in *four and more* sounds: Blame, black, fast, brawl, flight, bleat, union, onion, ocean, nation, bouquet, depot, usury.

When the sounds are developed from the words as in the above examples, the operation is called *analysis;* when the words are developed from the sounds, it is called *synthesis.* Thus, m-a-n, man, is an operation in synthesis.

These operations may be shown on the blackboard, thus:

ANALYSIS.		SYNTHESIS.	
Words.	*Sounds.*	*Sounds.*	*Words.*
man	m ă n	m ă n	man
fan	f ă n	f ă n	fan
hat	h ă t	h ă t	hat
nigh	n ī	n ī	nigh
knew	n ū	n ū	knew
brought	b r ạ t	b r ạ t	brought
George	j ạ r j	j ạ r j	George

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TABLE OF SOUNDS.

It is a grievous and useless wrong that the sounds and letters of the English language do not agree. We have *twenty-six* letters, while we have not far from *forty* sounds.

These sounds are classed as follows:

VOWEL SOUNDS.				CONSONANT SOUNDS.					
	VOCALS.			ASPIRATES.			SUB-VOCALS.		
1	ā	as heard in	*a*le	p	as heard in	cap	b	as heard in	cab
2	ä	"	arm	t	"	mat	d	"	mad
3	ạ	"	awe	k	"	nack	g	"	nag
4	ă	"	at	ch	"	chet	j	"	jet
5	ē	"	ear	f	"	fan	v	"	van
6	ĕ	"	end	th	"	thigh	th	"	thy
7	ī	"	ice	s	"	seal	ż	"	zeal
8	ĭ	"	in	sh	"	she	ž	"	a-zure
9	ō	"	oar	x̀	"	box	x̣	"	exist
10	o͝o	"	ooze	wh	"	when	w	"	wen
11	ŏ	"	on	h	"	hay	r	"	ray
12	ū	"	mule	This is the only aspirate that has no correlative sub-vocal.			l	"	lay
13	ŭ	"	mud				m	"	may
14	u͝	"	pull				n	"	nay
15	oi	"	oil	C and Q are the			ng	"	sing
16	ou	"	out	only letters of the			y	"	yoke

alphabet not in this "TABLE OF SOUNDS." C is always a substitute for sounds of other letters. Q has the sound of *k*, and is always followed by *u*, which, in such cases, is a substitute for *w*.

From this TABLE are also omitted three sounds recognized by Webster: viz., *a* in *air*, marked â; *a* in *ask*, marked å; and *e* in *her*, marked ē. The reason for omitting them is this: I think â is ă prolonged and modified by r, that å is ä shortened and modified by other letters, or the absence of r, and that ē is ŭ prolonged and modified by r.

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In pronouncing words these modifications *necessarily* take place, rendering their insertion and teaching superfluous. All sounds vary in combination, necessitating an infinite variety. Of course they cannot ALL be recognized and marked, and I choose to limit the number as in the TABLE, remarking further, that all of those are not *elementary* sounds, though in practice they may be regarded as such.

The consonants, unlike the vowels, are quite uniform in the sounds they represent. These being known, aid somewhat in determining the pronunciation of words, and by the help of *known words* in the sentence, and known *parts* of words, children will soon learn to give a "shrewd guess" at the pronunciation of *new* words. For a more sure knowledge, foreign aid is necessary, except it may be in words of *three* letters in which the middle one is a vowel; that is, in such words as *man, fan, set, wet, hot, not*, and in monosyllables ending in *e*, as *bone, lame, time.*

SUBSTITUTE LETTERS.

When a letter represents the sound of another letter it is called a substitute letter. For example, *e* in *they* is a substitute for ā; *a* in *any* is a substitute for ē. Any letter representing a sound differing from the one it represents in the "Table of Sounds," is a substitute for the letter whose sound it represents.

The following is the list of those noted in the WORD LESSONS in the back of the book, with their marking and the sounds they represent:

VOWELS.—e͟=ā; ô, aw=a͟; ê=ă; ee, ï=ē; â=ĕ; ȳ=ī; y̆=ĭ; oo, u͟=o͟; a͟=ŏ; ew=ū; ȧ, ȯ, ē, ī=ŭ.

CONSONANTS.—ġ=j; e, eh, ck, q=k; c=s; s͟=ż.

When two or more *vowels* are united, the *unmarked* ones are *silent.* Italic letters are also silent.

See "Table of Sounds" for balance of the KEY to the *pronunciation* of the words in back part of the book. See also "MODEL READER CHART, No. 8."

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SPECIAL LESSONS IN LANGUAGE

should be given, not only in SECOND READER class, but to the whole school, the FIRST READER class included.

BEGIN WITH THINGS.— Let the children look at them; tell what they are; uses; their parts; uses; describe them: point out resemblances to other known objects; and then tell facts and what they can about them.

PICTURES should be used as well as things. Those in this book are specially designed for this purpose, and the reading will often aid the children in making up their stories. See Lesson XLIV. for hints.

ENCOURAGE CHILDREN TO OBSERVE CLOSELY, to acquire *exact* information of things seen on their way to or from school, at home, anywhere, everywhere, and have a specified time set apart in which each may tell what he has seen or heard.

READ SHORT STORIES to them, and then let the children tell the stories as best they can. Cultivate memory by postponing the "telling" till sometime after the observation, or the reading of the story.

Tell the children to say something in which two or more words, named, shall be used. As for instance, say something containing the words *dog* and *horse*, and one may say, "Mr. Jones has a dog that leads his horse to water every day."

In addition to, or in lieu of his *oral* telling, let the children write on slates, or paper, or blackboard, what they would say, and at an appointed time, read what they have written. Also, occasionally, conduct recitations in writing.

Encourage them to watch the language of others, and to note in a memoradum book kept for the purpose any errors, and also the necessary corrections. Keep a box in which slips of paper, containing improper expressions, are to be placed by the children. These are to be read, the errors pointed out, and corrections made when the time for this exercise arrives.

Let the teacher uniformly use correct language, and see that incorrect expressions on the part of the pupils, are pointed out, and the thought put in proper language.

Children will be interested in these exercises, and long before they discover that they are really "writing Compositions" the terror of the exercise will have disappeared, and they will have made much real progress in the study of the structure of the language — in *Practical Grammar*.

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CAPITALS, PUNCTUATION MARKS, ETC.

In the written exercises, instruction should be given in the use of CAPITAL letters, Indentation, Paragraphing, Spelling, and the Marks used in Printing.

CAPITALS.—Every sentence must commence with a capital letter, and also every proper name.

PARAGRAPHS.—Composition should be divided into short sections or paragraphs. It relieves the eye and makes the page more attractive. These paragraphs may mark a turn or change in the thought.

INDENTATION.—The first line of every paragraph should commence farther from the left of the page than the other lines, and the "others lines" at a uniform distance from the left edge of the paper or slate that is written on. This will leave a MARGIN, of uniform width, and add much to the beauty of the page.

SPELLING.—Of course the spelling *must* be correct, and the *penmanship* should show care and pains-taking.

PUNCTUATION MARKS.—In these, I include all marks used by the printer. The principal ones are, Period (.), Comma (,), Colon (:), Semi-Colon (;), Exclamation (!), Question Mark (?), Quotation Marks (" "), and the sign of the Possessive (' in John's). Teach the meaning, the use and using of these marks, and see that the children *always* use them, and that correctly, in their written compositions.

PUNCTUATION MARKS.

. , : ; ! ? " " '

FIGURES.

0 1 2 3 4 5 6 7 8 9

ROMAN NOTATION.

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READING IN SCRIPT.

A good boy.

A good girl.

A small dog.

A white cat.

The good boy reads.

The good girl runs.

The small dog barks.

The white cat plays.

I will write a story about

MY PONY.

I have a white pony. My father gave it to me. It is very gentle, and I ride it every day.

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MODEL SECOND READER.

LESSON I.

Henry showing Anna thinks

very
nice
looking
pictures
reading
wants
says
school

THE NEW BOOK.

1. Henry has a new book. He is showing it to Anna.

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2. They are looking at the pictures now. Anna thinks it is a very nice book.

3. It is Henry's new reading book. He will read in it at school.

4. Anna wants one like it, and says she will ask her papa to get her one.

LESSON II.

hand	fall	store	mean
going	last	show	holds
carefully	went	wanted	pleased

GOING TO SCHOOL.

1. Here are Henry and Anna. They are going to school now.

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2. Henry has his new book in his hand. See how carefully he holds it.

3. He does not mean to let it fall into the dirt.

4. Anna has a book in her hand, too. It looks like Henry's book. Where did she get it?

5. Her papa bought it for her last night.

6. Anna told him what a nice

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book Henry had, and how much she wanted one like it.

7. Then her papa went to the store and bought one for her.

8. "Anna is a good girl," he said, "and if the new book will please her so much, she shall have it."

9. As soon as she got the book, she ran over to Henry's house to show it to him.

10. Henry was very glad Anna had a book like his, and told her that they would read in them at school.

11. And here we see them going to school with their new reading books.

12. They are going early so as to show them to their teacher. How pleased they seem to be!

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LESSON III.

rule	teacher	early	late
hopes	meet	come	should
morning	children	school-house	

EARLY AT SCHOOL.

1. In this picture, you can see Henry and Anna at the school-house.

2. The teacher is glad to see them early at school.

3. She has come out of the house to meet them.

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4. She says, "Good morning, Henry; I am glad to see you."

5. And, "Good morning, Anna; I am glad to see you, too."

6. "I am glad to see you so early. Children should never be late at school."

7. The children say, "Good morning," too, and tell the teacher that they like to be early.

8. Henry says his mother tells him to make it a rule, never to be late when he goes to school.

9. The teacher sees how pleased they both look, and asks them what makes them so.

10. Then the children show her their new books, as you see in this picture.

11. The teacher says their books are very nice, and she hopes they will learn to read very fast in them.

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LESSON IV.

from	left	were	think
their	right	when	heads
hold	hands	verses	straight

READING IN THE NEW BOOKS.

1. Henry and Anna are now in the school-room.

2. We can see them reading from their new books.

3. They hold the books in their left hands. That is the right way to hold them.

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4. It would not look so well if the books were held in their right hands; and how could they turn the leaves?

5. See how straight they stand. That is right, too.

6. Children should hold up their heads and stand straight, when they read in school.

7. All the children seem to be listening. I think they must be reading a pretty story.

8. Let us keep still and see if we can hear what they say.

9. No; we can not hear them. We are too far away.

10. Would you like to know what Henry and Anna are reading about?

11. They are reading about the rain drops, and I have put the story in the next lesson so that you can read it for yourself.

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LESSON V.

pitter	pane	else	pat
patter	say	rainy	side
window	nothing	speak	means

THE BOY AND THE RAIN DROPS.

1. Pitter-patter, pitter-patter,
On the window pane!
O, where do you come from,
You little drops of rain?

2. Pitter-patter, pitter-patter,
Is what I hear you say;
Tell me little rain-drops,
Is this the way you play?

3. I sit here at the window;
I 've nothing else to do;
O, how I 'd like to play,
This rainy day with you!

4. The little rain-drops can not speak,
But, "Pitter-patter, pat"
Means, "We play on this side,
But you must play on that."

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LESSON VI.

recess playing ball behind
through rolling six school-house
three ringing five count

PLAYING AT RECESS.

1. School is now out. It is recess time. The children play as though they were happy.

2. Some of the boys are playing

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ball. Can you tell me how many? You may count them.

3. One, two, three, four, five, six. I can see six boys that are playing ball.

4. Some of the girls are playing, too. Do you know what they are playing?

5. It is good sport to jump the rope; but I like best to roll the hoop.

6. Do you see Henry and Anna any where? Who is that near the tree?

7. That is Anna; and Henry is not far behind her. They are rolling hoops. How fast they run!

8. The teacher is now ringing the bell, and they will all stop playing and go into the school-house.

9. What a nice time they have had!

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LESSON VII.

Ralph	stories	learn	keeps
look	listens	learned	still
talk	trying	himself	words

LEARNING AT HOME.

1. This little boy is Ralph. He does not go to school; he is too young.

2. Ralph has a little book. The book has pretty pictures in it.

3. His little book has some nice stories in it, too; but he has not yet learned to read them.

4. He likes to look at the pictures, and to tell what he sees in them.

5. He has learned to say so much about the pictures, that it is almost

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as good as stories to hear him talk about them.

6. Sometimes his mother reads the stories that are in the book. When she reads, Ralph keeps still and listens.

7. He is now trying to learn the words so that he can read the stories for himself.

LESSON VIII.

sitting	Snow-white	bench	warm
leaning	frolic	cane	leaves
weather	decide	pink	snow
summer	themselves	dress	choice
kittens	maybe	hair	arms
enjoyed	prettier	Wells	hugs

THE GIRLS AND THE KITTENS.

1. Here is a nice picture. What can I see in it?

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2. I can see an old man. He is sitting on a bench and leaning on his cane.

3. And I can see two little girls. One is Jane Gray, and the other is Anna Wells.

4. Jane has on her new pink dress. Do you think her dress is prettier than Anna's?

5. Anna has her hat in her hand. What a fine head of hair she has!

6. The weather must be warm; yes, it must be summer.

7. The apple tree is full of leaves; and I can see fruit on it, too.

8. That is a peach tree by the house. There are peaches on it, and they must be ripe, for they are so red and yellow.

9. On the porch, I see two kit-

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tens. One is as white as snow, and the girls call her Snow-white.

10. The other is a black kitten but with white spots on her. Is she not pretty?

11. Grandpa gave these kittens to the little girls, when he saw how kind they were to them, and how much they enjoyed the kittens' frolics.

12. Which kitten shall be Anna's? Which shall be Jane's?

13. Grandpa says they must decide that for themselves.

14. Jane tells Anna to take her choice. But Anna says, "No; you take your choice."

15. Then Anna takes them both in her arms and hugs them, and says:

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"You dear little kittens;
You're pretty as can be!"

16. Then Jane says to Anna, "let us play

"The white one is for you;
The spotted one for me.

17. "Or, may be, you like the spotted one best. Do you, Anna? If you do, you may have her."

18. But Anna says, "No; I like the white one just as well as I do the spotted one."

19. These must be good little girls. I think grandpa's kindness to them, makes them more kind to each other.

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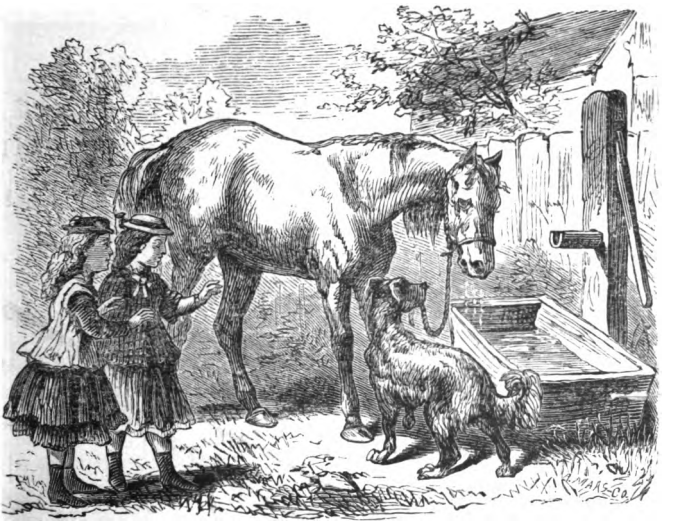
LESSON IX.

Kate	down	pump	hopping
Bell	lane	trough	skipping
Dash	picture	skip	jumping
Gray	mouth	halter	thirsty



KATE AND BELL.

1. "O, come, Bell," said Kate, with a hop, skip, and jump, "come and take a walk with me."

2. "O, yes;" said Bell, "let us

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go." And she, too, had to hop, skip, and jump, she was so glad.

3. Down the lane, hand in hand, the little girls went, hopping, skipping, and jumping, till they came to the pump.

4. "O, look," said Bell, "do look at Dash and Old Gray at the trough!"

5. "And see," said Kate, "Dash has Old Gray's halter in his mouth!"

6. I believe Old Gray must have told Dash that he was thirsty.

LESSON X.

air	wet	moo	shut
hat	use	men	neither
tea	lap	pies	honey
sip	sly	gnaw	flowers
rim	lay	cheese	custard
bee	kut	traps	cupboard

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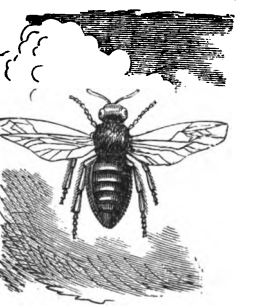
WHAT THE ANIMALS SAY.

1. The fly says, "I fly in the air if the sun is hot.

2. "If I see a boy at tea, I sit on the rim of his cup, and sip his tea.

3. "If he sees me, he may get me if he can; but I fly off. I am a gay fly."



4. The bee says, "I fly, too, if the sun is hot, and if it is not too wet.

5. "I sip, too; but I do not get into boys' tea-cups. I sip honey out of flowers. I am of use."

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6. The cat says, "I do not sip, I lap. I am of use, too.

7. "I catch rats and mice; and I can get you, Mr. Fly, if you do not go too high in the air."

8. The rat says, "I eat all I can get. I gnaw into cupboards and eat the bread and cheese.

9. "I like pie, too, and cake, and sometimes I eat the little boys' dinners at school.

10. "Boys do not like me. They set traps to catch me; but I am too wise to be caught in a trap.

11. "The cat does not like me;

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neither. Cats never did like rats.

12. "The cat may get me if she can; but I am a wise rat, and I will keep out of her way."

13. The hen says, "Kut, kut, ka-da-kut! I can fly, but not so far as the bee.

14. "I like to stay near the barn. I am of use. I lay eggs. If it were not for me, little boys and girls would get no custard pies.

15. "The old fox can get me, and so can the rat, if I do not have a house to stay in."

16. The fox says, "I am sly. If the hens are not shut in their houses, I will get them. I like to eat hens.

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17. "The dogs and the men try

to get me; but I am a cunning fox and I keep out of their way."

18. The cow says, "Moo, moo, moo! I am of use, too. I give milk.

19. "Where would the boys and girls get bread and milk to eat, if it were not for me?

20. "I am a good cow. I never hurt any body. The hen lays eggs, I know, but if it were not for my milk, how could you get the custard pies?"

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LESSON XI.

tuned taught throat ring
loud notes lark finds
food
wings
bring
spring
rejoice
valleys
painted
silvery

BOY AND LARK.

BOY.

1. Who taught you to sing,
My sweet pretty birds?
Who tuned your beautiful throats?
You make all the woods
And the valleys to ring;
You bring the first news
Of the earliest spring,
With your loud and silvery notes.

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LARK.

2. It was God, said the lark,
As he rose from the earth;
He gives us the good we enjoy.
He painted our wings,
He gave us our voice,
He finds us our food,
He bids us rejoice.
Good morning, my beautiful boy!

LESSON XII.

Bettie	busy	†getting	room
big	places	†putting	takes
help	towels	*helping	deal
years	wash	faster	begin
quite	herself	fastest	pleasant

BETTIE, THE HELPING GIRL.

1. Bettie is five years old. She loves her mother very much.

---

†Call attention to the spelling of the words. Where a monosyllable of *three* letters,— the middle one a vowel, and the last *one* a consonant, as run, hop, sit, put,—takes on the syllable *ing* the *last* consonant is *doubled* as in these words. *But when the *two last* letters of a monosyllable are consonants, as in help, melt, then, the last consonant is *not* doubled.

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2. Bettie tries to please her mother in every thing that she does, as all little girls should.

3. One day her mother was very busy, and Bettie saw that she had a great deal to do.

4. "Can I help you, mamma?" said Bettie.

5. "Not very much, my child, you are too young, yet."

6. "But, mamma, I am five years old," said Bettie; "just look at me and see how big I am!"

7. "Yes; you are getting to be quite a large girl. I think you can help me some, and you may begin by putting the chairs in their places."

8. Very soon Bettie had all the chairs in their places, and she

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thought the room looked more pleasant.

9. "O, mamma," she said, as soon as it was done, "how much better the room does look! I will put the chairs in their places every day."

10. Monday is a very busy day at almost every house. Can any of the little girls tell me why it is such a busy day?

11. When Monday comes, you may be sure that our little Bettie is busy as a bee.

12. "I will help you wash to-day," she says to her mamma; "and let us see which can wash the faster."

13. "I am glad my little girl wants to help. She can not do

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much, but I will let her do what she can."

14. "O, I can help a great deal, mamma. You know I put the chairs into their places every day."

15. Bettie takes some towels and puts them into a pail, but she does not put any water into it.

16. Her mother tells her that she would get herself wet if she did.

17. Then she takes one of the towels and rubs it in her little hands.

18. "Well done! You wash faster than I do. By and by you will be quite a helping girl."

19. And little Bettie was very happy. "I will help you every day, mamma," she said, "if you will only tell me what to do."

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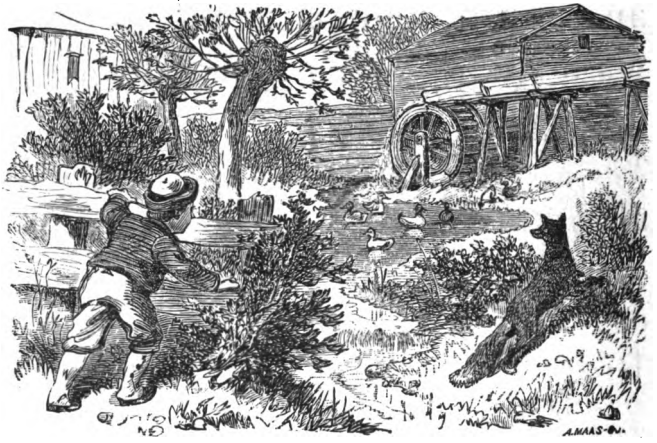
LESSON XIII.

fox	watch	gun	Bruno
ducks	week	shoot	enough
need	drove	again	supper



THE FOX AND THE DUCKS.

1. I can see you, old fox! You need not lie there on the ground and watch our ducks.

2. You think you will get one of them for supper, but I do not think you will.

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3. You are the fox that came here last week to get a hen; but you did not get her.

4. Old Bruno drove you away, and if you had not run so fast, he would have caught you.

5. I think you do not see me. Here I am by the tree, and if I had a gun I would shoot you.

6. But as I have no gun I will call Bruno. Bruno! Bruno! Come Bruno; here is the fox again!

7. When Bruno comes you will run home fast enough.

LESSON XIV.

Tim	reported	vain	splash
dirty	lasting	fit	himself
decent	seldom	sent	looked
disgrace	gladly	idle	worse
friends	although	lad	poor

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DIRTY TIM.

1. There was one little Tim,
'T was reported of him,
And 't will be to his lasting disgrace,
That he never was seen
To wash himself clean,
Nor even to wash his face!

2. His friends were much hurt,
To see so much dirt,
And often they made him quite clean;
But all was in vain;
He was dirty again,
And never was fit to be seen!

3. When to wash he was sent,
Never gladly he went;
With water he 'd splash himself o'er,
But he never was seen
To wash himself clean,
And often looked worse than before!

4. The idle and bad,
Like this little lad,
May be dirty and black, to be sure;
But good boys are seen
To be decent and clean,
Even though they are ever so poor!

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LESSON XV.

hines	covered	clothing	brook
arms	spreading	watching	dance
rth	branches	rest	food
ade	sparkle	build	nigh

OD MAKES AND SEES EVERYTHING.

1. Look up at the blue sky. The un is there. It shines on you and varms you.

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2. Look down at the earth. It is covered with green grass. The grass grows out of it. How pretty it makes the earth look!

3. See that large tree. It has long spreading branches. That, too, grows out of the earth.

4. The cow and the horse rest in the shade of the tree, and the birds build their nests in its branches.

5. See that little brook. How its waters dance and sparkle in the sun!

6. Do you know who made these things? I will tell you,—It was GOD!

7. He made you, too, and He gives you all you have. He gave you life, and He gives you food

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and clothing, and kind friends to care for you.

8. God sees you all the time. He can see you in the night as well as in the day.

9. He can see you when you are in the house, just as well as when you are out-doors.

10. God sees every thing you do; He hears every thing you say. How careful you should be not to say or do any thing that is bad.

11. God has another name. It is LOVE. What a sweet name that is!

12. God loves you, and He wants you to love each other. He says, Little children, love one another.

13. Here are some pretty lines for you to learn. I hope you will not forget what they say:

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14. God can see me every day,
When I work and when I play;
When I read and when I talk,
When I run and when I walk;
When I eat and when I drink,
When I sit and only think;
When I laugh and when I cry:
God is ever watching nigh!

LESSON XVI.

field	Lee	Edwin	Carlo
mouth	wags	doing	taken
droll	wanted	older	before

CARLO.

1. Look at the boys in that field. What can they be doing? Why do they run so fast?

2. O, I see now. There is Ed-

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win Lee and his dog, Carlo; and the boys are all at play with Carlo.

3. See! Carlo has Edwin's cap in his mouth, and away he runs with it.

4. The boys will have a good run before Carlo will let them catch him.

5. Ah, they have him at last!

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Now Edwin has taken the cap from his mouth.

6. What a nice run Carlo has had with the cap! But he looks as if he wanted to run with it again.

7. See him now! He jumps upon Edwin, and—there! he has taken the cap off from Edwin's head again.

8. How he runs! Now he lies down. Now he is up again. Away he goes as soon as the boys come near. You are a droll dog, Carlo.

9. Father says I may have a dog like Carlo, when I am a little older.

10. I will be very kind to my dog, when I get him; and no one shall hurt him if I can help it.

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LESSON XVII.

beam	happiest	cheeks	waves
born	tumble	clothes	bone
torn	waited	although	worth
groan	sunshine	snowy	pout
laughed	ripples	dozen	sigh
struck	overrun	sand	mope

THE CHEERFUL BOY.

1. I know a funny little boy,
   The happiest ever born;
   His face is like a beam of joy,
   Although his clothes are torn.

2. I saw him tumble on his nose;
   I waited for a groan;
   But how he laughed! Do you suppose
   He struck his funny bone?

3. There's sunshine in each word he speaks;
   His laugh is something grand;
   Its ripples overrun his cheeks
   Like waves on snowy sand.

4. No matter how the day may go,
   You can not make him cry;
   He's worth a dozen boys I know,
   Who pout, and mope, and sigh.

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LESSON XVIII.

Ralph	crept	fright	stump
Judd	climbed	frightened	tear
great	slyly	notice	pieces
deal	shook	master	aloud
pears	dropped	kinder	agony

RALPH JUDD.

1. Ralph Judd was not a good boy. I am sorry to say that Ralph was a bad boy.

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2. He did not like to go to school, and when he did go, he would not learn his lessons.

3. Ralph often made his teachers a great deal of trouble.

4. One day he started for school, his mother thought, but he did not go near the school-house.

5. He did not mean to go to school when he left home.

6. He knew that Mr. Day had some nice pears, and he thought it was time for them to be ripe.

7. "I will go and see if they are ripe," he thought, "and if they are, I will get some."

8. Mr. Day was not at home, and Ralph thought no one would see him.

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9. Ralph climbed over the fence into the orchard, and crept slyly along, looking this way and that, to see if any one was near.

10. But he could see no one, and he went up to a tree full of pears, and shook it.

11. The pears were so ripe that many of them fell to the ground.

12. "O, how nice these are," said he; and he began to pick them up.

13. Just then Ralph heard a loud bark right behind him. How frightened he was! He dropped all his pears and started to run.

14. In his fright he did not notice a stump which was in his way, and he fell over it on a large stone, and broke his leg.

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15. "Oh, what shall I do! what shall I do!" cried Ralph in agony. "The dog will tear me to pieces," and he called aloud for help.

16. But the dog did not. As soon as he saw that Ralph was hurt, he seemed to feel sorry for him.

17. He became gentle, and he was kinder to him than many little boys would have been.

18. This dog was Mr. Day's dog, Brag. He knew that the boy came there to steal his master's pears.

19. But when he saw that Ralph was hurt so badly, he would not hurt him any more.

20. What do you think Brag

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did? He was a good dog, and he was as wise as he was good.

21. In the next lesson I will tell you what he did.

LESSON XIX.

carried	sorrowful	weeks	tried
brought	groaned	knew	steal
barked	followed	hard	upon
whined	wickedness	licked	after

WHAT BRAG DID.

1. When Brag saw that Ralph could not get up, he ran to a house near by for help.

2. Here Brag barked very loud, and soon a man came out of the house.

3. Brag went up to him and whined, and then started off a little

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way. Then he came back and barked, and started off again.

4. But the man did not know what the dog wanted, and would not go with him.

5. Brag now ran back to the boy, and licked his face, and made a sorrowful noise, as if he would say:

6. "Poor boy! if you were bad and did run away from school to steal my master's pears, I am sorry for you."

7. When the dog had said this, in his way, he ran back to the man again, and barked as before.

8. The man thought that something must be the matter, or the dog would not act so, and he followed to see what it was.

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9. The dog went back to the boy. When the man saw how badly Ralph was hurt, he carried him home.

10. But poor Ralph groaned all the way. And when the doctor set his leg, how he did cry! for it hurt him very much.

10. It was a long time before Ralph could run about again. For many weeks he had to lie still on the bed.

12. How hard it was for him. But Ralph knew that his own wickedness had brought the trouble upon him.

13. I am glad to say that Ralph never tried to steal again.

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LESSON XX.

chickens	aunt	meal	growing
St. Louis	after	became	softly
vacation	arrived	liked	cheek
country	prettiest	skipped	shoulder

JOHN AND HIS WHITE CHICKEN.

1. John King lives in St. Louis. Last summer when there was a vacation in the schools, he went out into the country to make his aunt Jane a long visit.

2. "Would you like to go out and see the chickens?" said his aunt, the morning after he arrived.

3. John had never seen any young chickens before, and he thought they were the prettiest little things he ever saw.

4. Aunt Jane took out some

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meal, which she had wet with water. This she fed to the chickens.

5. John was very much pleased to see them eat. Every morning after that, he wet the meal and fed it to the chickens himself.

6. The chickens very soon became fond of John, and would run up to him as soon as they saw him.

7. One of them John liked more than he did the others. I think he liked it best because it was so white.

8. His aunt told him he might have it for his own. How John jumped and skipped about, when she told him that!

9. One morning not long after, he asked his aunt to go out with him and see the chickens.

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10. "O, how fast they are growing," said Aunt Jane; "and what a nice, large chicken your white one is getting to be."

11. "Come, Whitey," said John to his chicken, "show aunt Jane how much you like me," and he held out his hand toward it.

12. The chicken flew upon his hand and then walked up his arm, and stood on his shoulder, and began to pick his cheek very softly, as you see in the picture.

13. John's kindness to his chicken had made it very tame, and I think John was about right when he said to his aunt, "I believe my chicken really loves me."

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LESSON XXI.

Pink	teaches	tucks	hearing
Amy	pointing	warm	seeing
Green	clock	senses	smelling
family	taste	sleepy	tasting
comfort	smell	asleep	feeling

LITTLE AMY.

1. I know a little girl who is three years old. Her mother calls her Amy, but her father calls her Pink-and-Pretty.

2. Her father's name is Green. People call him Mr. Green. Can you tell me what his little girl's name is?

3. Mr. Green loves his little girl very much; just as your father loves you, and he tells her that she is "Papa's comfort."

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4. Amy is too young to go to school, but her father teaches her at home.

5. Every night as soon as supper is over, all the family go into the sitting room.

6. Then Amy gets her new book and says, "Papa, I want to read."

7. Now Amy does not know her letters, nor any words, and her papa does not want to teach them to her.

8. What do you think she does when she reads?

9. Does she read the pictures?

10. Yes; that is what she does. She reads the pictures to her papa, as I think you did to your papa, when you were very small.

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11. But Amy does not always read pictures from her book.

12. Sometimes she reads from things. She will look about the room and tell what she sees.

13. In the picture, you can see her reading in this way.

14. She is now pointing to the clock and saying, "I see a clock."

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She will next point to the lamp and say, "I see a lamp."

15. In this way she will read every thing there is in the room.

16. Every night some thing new is brought in for her to read.

17. Amy not only reads with her eyes, but she reads with her ears. A funny way to read, you will say.

18. And this is the way she does it; she shuts her eyes and tells what she hears.

19. She knows just as well when her papa, or her mamma speaks, as if she was looking at them.

20. And when she hears the dog bark, she knows by the sound that it is the dog, and not the cat, that makes the noise.

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21. Sometimes when her eyes are shut, her papa puts things into her hand and asks her to tell what they are.

22. At other times he will let her taste of things, or smell of them, and tell by the taste, or by the smell, what they are.

23. Little Amy has five senses, Hearing, Seeing, Smelling, Tasting, and Feeling, and she uses them all in reading to her papa.

24. Amy is a small girl and soon gets tired and sleepy. Then her mamma takes her and tucks her up warm in her snug little bed.

25. "Good night, Amy;" "Good night, mam-m-a;" and papa's Pink-and-Pretty is fast asleep.

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LESSON XXII.

struggle	ah	endure	above
creature	pail	injured	cruel
kill	blest	needful	fellow
been	spoke	neighbors	passed
chance	glee	commands	forty
bringing	locks	feature	living
pouring	drown	forgotten	eight

DON'T BE CRUEL.

1. Little boys are often cruel because they do not think.

2. When I was about eight years old, on my way to school, one morning, I saw a squirrel run into a hole in the ground, just before me.

3. "Now," I thought, "I will have some fine sport."

4. There was a brook near by. I would fill the hole with water and

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drive the squirrel out, and then I would have a chance to kill it.

5. With my little dinner pail, I was soon bringing water and pouring it into the hole.

6. I was very much pleased when I heard the squirrel struggle to keep above the water. "Ah, my good fellow," I said, "I will soon have you out."

7. Just then I heard some one say, "Well, my little man, what have you in there?"

8. It was one of the neighbors, a good old man, with long white locks, who spoke to me.

9. "Why," I said, in great glee, "there is a ground-squirrel in here, and I am going to drown him out!"

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10. "John, if you were down in that hole, and I should pour water into it to drown you out, would you not think me cruel? Life is as sweet to that little squirrel as it is to you."

11. More than forty years have since passed, but that old man's words have not been forgotten.

12. From that day to this, I have never injured or killed, for sport, any living creature.

13. Little children, bright and fair,
Blest with every needful care,
Always keep this in your mind:
GOD COMMANDS YOU TO BE KIND!

14. Kind not only to your friends,
On whom your daily care depends;
Nor only to the very poor,
Who so many wants endure;
But in spite of form or feature,
KIND TO EVERY LIVING CREATURE!

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LESSON XXIII.

Otis finish around alive
black finished across shore
bravely helped delighted ready
beautifully
whatever
changed
courage
blowing
receive
several
credit

THE LITTLE SAIL-BOAT.

1. Day after day, Otis was busy cutting away on a block of wood.

2. "What are you trying to do, Otis?" said his little sister, Flora.

3. "O, I am trying to make a boat, to sail on the pond."

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4. It was a pretty big job for Otis, but he kept bravely at work on it for several days.

5. Flora would go out every day and sit by him to see him work.

6. Otis did not get along so fast as he thought he should, and one day he came near giving up. He said it was too big a job for him.

7. "O, no, Otis; do not give up now, I know you can make it if you only keep at work," said Flora.

8. "Why, don't you see how much it looks like a boat now? It is almost done, and when you get to the sails, I will help you make them."

9. These words from Flora, gave Otis courage, and he said, "I will finish it, if it takes all summer."

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10. But it did not take all summer, nor half of it. It took just ten days. That was a good while, though, for such a little boy to work at one thing.

11. But the boat was done, and Otis felt as if he could do almost any thing now.

12. Otis had done bravely; he had finished the boat, and not left it half done.

13. Flora should have some credit, too; for if she had not helped her brother by the brave words she said, I fear he would have had no little sail-boat to put on the pond.

14. The next morning the children took the boat to the pond near the house, to see it sail. The wind was blowing, but not very hard.

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15. When Otis had set the sails so as to catch the wind in the right way, he let the boat go.

16. How beautifully it did sail! and Flora was as pleased as Otis was to see the wind drive it along.

17. When they saw it dip and rise on the little waves, as if it was alive, you can not think how delighted they were.

18. The boat made a nice trip

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across the pond. Otis had run around the pond and was on the shore ready to receive it.

19. He now changed the sails a little, and it started back, and before Otis could get where Flora was, the boat was there!

20. Flora wanted to know how the same wind could blow the boat both ways. Can you tell how it did it?

LESSON XXIV.

peep	look	birdie	claim
into	five	birdies	surely
nest	eggs	declare	watchful

THE FIVE EGGS.

1. Please let me peep into your nest,
You pretty, cunning, wise red-breast;
I want to count the eggs and see,
How many little birds there'll be.

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2. I will not take the nest away,
I'm very glad to have it stay;
O, now I see,—one, two, three, four;
Another look! I see one more!

3. Five eggs has birdie, I declare!
Five eggs claim her watchful care;
But by and by, there 'll surely be
Five birdies there for me to see.

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LESSON XXV.

Carl	narrow	shade	churned
farm	standing	pans	taken
bright	talked	cream	butter

OUT ON THE FARM.

1. Carl lives in the city, where the houses are high and the streets are narrow.

2. His grandmother lives on a farm, seven miles from the city.

3. One warm summer day, Carl and his mother went out to see her.

4. Carl likes the country. "O, how fresh and sweet the air is," he said to his mother, as they rode along, "and how bright and lovely every thing looks!"

5. Grandmother was very glad

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when she saw that Carl and his mother had come.

6. When the horse was put into the barn and fed some hay, Carl went into the house and talked with his grandmother.

7. After talking with her awhile, he went out to see the cows and sheep that were near the house, as you see him now in the picture.

8. The sheep lie on the grass in the shade of the trees, but the lambs skip about.

9. The cows are standing in the water. They are in the shade of the trees, too. It is a hot day, and they are trying to keep cool.

10. At night the men will milk the cows, and the milk will be put into tin pans.

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11. The cream will soon rise to the top, and then it will be taken off, and the butter will be churned out of it.

12. The butter will be taken to the stores and sold to people who do not keep cows.

LESSON XXVI.

Willie	untied	bridle	cheating
hitched	hunting	turned	replied
front	quietly	pranced	nimble
gate	feeding	measure	cantering
become	reached	empty	stony.

WILLIE AND HIS PONY.

1. Willie Heath and Herbert Camp are great friends. Willie has a nice pony.

2. One day he rode his pony

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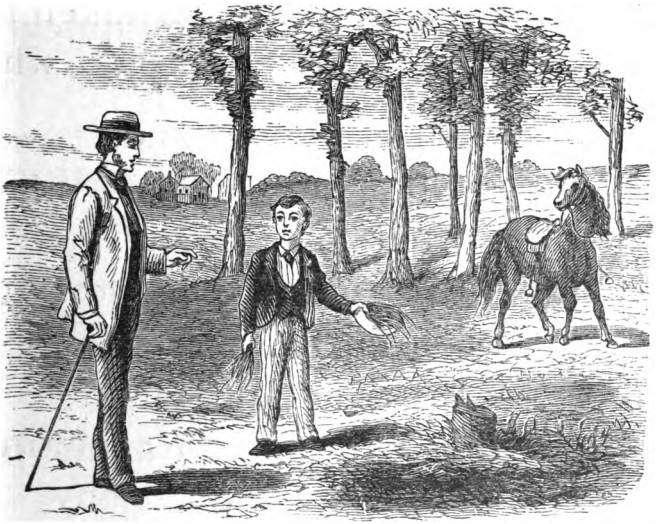
over to Herbert's house, and hitched him to a post near the front gate; and then he went into the house to see Herbert.



3. When Willie came out to go home, his pony was not there. By some means the halter had become untied, and the pony had gone off.

4. After hunting for him some

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time, Willie found him in a grove near by, quietly feeding on the grass.

5. He ran up to him and reached out his hand to take hold of the bridle, but the pony turned quickly and pranced away.

6. Soon he stopped, and began to feed again. Once more Willie tried to catch him, but the pony would not let him.

7. "If I had a measure with corn in it, I could catch him, but I have not," Willie said; and for a time he did not know what to do.

8. By and by, he thought he would try to catch him with grass. "My pony likes grass," he said, "and may be he will come to me, if I put some in my hat and hold it out to him."

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9. Willie pulled some grass and put it into his hat. "What are you going to do with that?" asked a man who came along just then.

10. "I am going to catch my pony with it, if I can," Willie said.

11. "If that is what you want to do, you could catch him just as well without the grass. The pony would not know that the hat was empty till you had him by the bridle," said the man.

12. "But that would be cheating," said Willie; "and I will not cheat any body; no sir, not even a horse."

13. "That is well said, my little fellow," replied the man. "If you always live up to that, you will make the right kind of a man."

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14. The pony let Willie catch him this time; and very soon Willie was cantering over the road, singing at the top of his voice:

15. Hop, hop, hop,
Nimble as a top!
Go along my little pony,
Where 't is smooth and where 't is stony;
Hop, hop, hop, hop, hop,
Nimble as a top!

LESSON XXVII.

angry	yours	pasture	world
quarrels	mine	between	kick
yourself	owned	happened	silly
beginning	cattle	together	begin

HOW QUARRELS BEGIN.

1. "I wish that pony was mine," said a boy who saw Willie ride by.

2. "What would you do with him?" asked his little brother.

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3. "Ride him; that is what I would do with him."

4. "All day long?"

5. "Yes; from morning till night."

6. "You would have to let me ride him some of the time," said the little brother.

7. "Why would I? You would have no right in him, if he was mine."

8. "Father would make you let me ride him part of the time, if he was yours."

9. "No; he would not."

10. "Yes; he would."

11. Their mother heard what the boys said, and saw that they were beginning to be angry with each other.

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12. "Children, let me tell you a story of two boys no bigger, nor older, than you are.

13. "These boys were going along the road, talking together in a pleasant way, till they came to a pasture with cattle in it.

14. "Then one of them said, 'I wish I owned all the pasture-land in the world.'

15. "'And I wish I owned all the cattle in the world,' said the other.

16. "'What would you do with them?' asked the first boy.

17. "'I would turn them into your pasture.'

18. "'No; you would n't,' was the reply.

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19. "'Yes; I would.'

20. "'But I would n't let you.'

21. "'But you could not help yourself.'

22. "'Yes; I could help myself, and I would, too.'

23. "'No; you could n't help yourself, and I WILL turn them in, any way.'

24. "'I say you shall not turn them in.'

25. "'And I say, I will turn them in.'

"26. And here the boys became so angry that they seized each other, and began to strike and kick like two very silly boys, as they were."

27. The children laughed; but

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their mother said, "Were you any wiser than those boys? Who knows what would have happened if I had not been here to tell you this story?"

LESSON XXVIII.

meadow	cutting	loaded	stack
standing	farmer	wheels	drove
machine	winter	drawn	span
making	already	raked	stock

JAMES IN THE MEADOW.

1. James is out in the meadow, seeing the men work.

2. One man is cutting down the grass with a large machine drawn by a span of horses.

3. He rides on the machine and drives the horses, as you see in the

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picture. James thinks it is nothing but fun to mow.

4. The hot sun will soon dry the grass. It will then be called hay, and it must be put into the barn, or be made into a stack.

5. Before it can be drawn from the meadow, it must be raked together, so that it can be loaded on the wagon.

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6. There is a man raking up the hay, on the other side of the lot. He is raking with a machine drawn by one horse.

7. His rake has two wheels. See! he rides on it while he rakes the hay together.

8. Not far from him there are some men stacking the hay. One man is on the stack, and one is on the load.

9. One stack is already made; it looks some like an egg standing on the big end.

10. When the winter comes, the hay will be fed to the stock; that is, it will be fed to the cows, and to the sheep, and to the horses. James thinks he would like to be a farmer.

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LESSON XXIX.

hay-makers	noon	tumble	brook
orchard	plow	grassy	bathe
harvest	bank	money	reap
pasture	earn	harm	fifty

GRANDMOTHER'S FARM.

1. My grandmother lives on a farm,
   Not very far from town;
   She 's fifty-five years old, she says;
   Her name is "Grandma Brown."

2. Her farm is very large and fine,
   There 's meadow, pasture, wood,
   And orchard with all kinds of fruits
   That are so very good.

3. I go out with the hay-makers,
   And tumble on the hay;
   At noon they put me on the load,
   And home we drive away.

4. I go into the harvest field,
   And see how men do reap;
   I go into the pasture-land,
   And see the cows and sheep.

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5. A pretty brook runs through her farm,
It sings so soft and sweet;
I sit upon its grassy bank,
And bathe my little feet.

6. A farmer I would like to be;
I 'd like to own a farm,
And plow and sow, and reap and mow,
And keep the stock from harm.

7. I 'll save the money I have now,
Will earn the most I can,
And buy me such a pleasant farm,
When I grow to be a man.

LESSON XXX.

Nicholas saloon liquor drank
drunkard boyhood filled drunk
whipping manhood strong heart
whipped poison aches died

POOR LITTLE NICHOLAS.

1. He was only seven years old and he died a drunkard.

2. But Nicholas did not know

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that the strong drink he liked so much, was poison.

3. He had not been taught that it was wrong for him to drink it. His mother drank it, and why should not he?

4. When he was six years old, he drank so much, one day, that he became drunk.

5. His mother whipped him, not because he got drunk, but because she wanted to drink the liquor herself.

6. But he had learned to like it, and whipping did not stop his drinking it.

7. When Nicholas was seven years old, his mother sent him, as she had often sent him before, to a saloon to buy her some liquor.

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8. The man filled the jug, and then he gave Nicholas some to drink. Nicholas drank it, and then he wanted more.

9. The man thought it would be good fun to see how so small a boy would act when he was drunk.

10. So he gave him some more, a full glass, this time. Nicholas drank it and started for home.

11. But soon he lay down by the road-side, and there he died drunk!

12. Poor little Nicholas! Every-time I think of him, my heart aches, and I can not keep the tears from coming into my eyes.

13. If you would not be a drunkard, NEVER TASTE of STONG DRINK.

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LESSON XXXI.

intelligence	tease	unkind	sod
harmless	pray	disturb	gift
songster	Ponto	formed	hate
strength	shown	famous	steed
majestic	maker	placed	speed

KINDNESS TO GOD'S CREATURES.

1. Don't do that, John; 'tis cruel sport;
   Don't tease poor kitty so;
   She is God's kitty! He made her;
   I pray you let her go!

2. That bright and merry songster, too,
   Is God's sweet little bird;
   Disturb it not with club or stone,
   Or e'en with angry word.

3. Be not unkind to that poor dog;
   God made old Plato, too,
   And placed him here for a good work,
   To watch and care for you.

4. Whose hand but His could have formed
   That proud, majestic steed,
   So famous for intelligence,
   For form and strength and speed.

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5. The gentle cow and gentler sheep,
   There lying on the sod,
   Do they not come, like all good gifts,
   From our own Maker, God?

6. Be kind and gentle, John, to these:
   To dog and cat and bird,
   To horse and cow and harmless sheep;
   Be kind in act and word.

7. To every creature God hath made,
   Let kindness e'er be shown;
   The heart was made to love, not hate;
   For love let yours be known.

LESSON XXXII.

swimming	turkeys	stately	wide
gracefully	sweetly	moves	duck
fastened	delight	broad	swan
hatched	builds	goose	push
swimmers	hatches	swims	web

THE SWAN.

1. The swan is a stately bird. See how gracefully it moves on the

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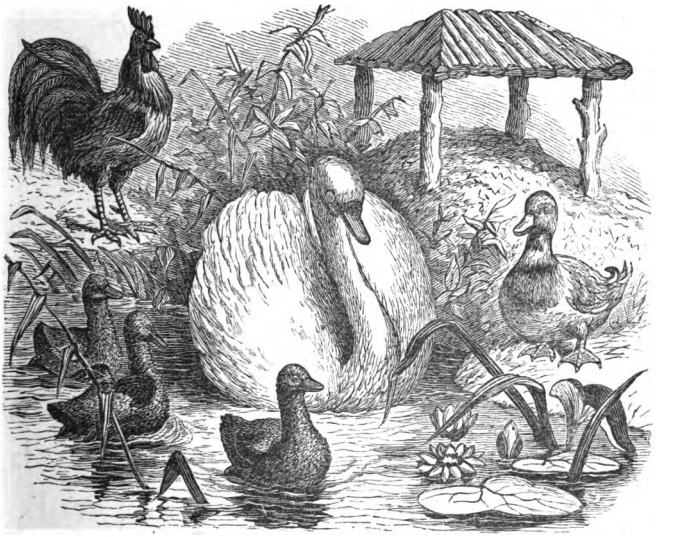
water. The old one is white as snow, but the young ones are gray.

2. The swan builds its nest on the ground near the water, and here lays its eggs and hatches its young.



3. The swan is very fond of swimming, and as soon as the little ones are hatched, they run to the water and swim.

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4. They need no one to teach them how. They can swim the first time they try, as well as the old ones can.

5. Did you ever look at the foot of a swan? How flat and wide it is.

6. If you will look at the foot of a goose, or of a duck, you will see that it, too, is broad and flat.

7. All birds that swim in the water have such feet, so they can push themselves along in it.

8. Birds that do not swim in the water, do not have such feet. Their toes are not fastened together like the toes of those birds that do swim.

9. Do you think the hens, or the turkeys, or the little birds that sing so sweetly, can swim in the water?

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10. If you look at their feet, you will see that they have no skin, or web, between their toes.

11. These birds were not made to swim in the water. This you can know by their feet.

12. They were made to live on the land; they do not like the water, and they could not swim if they should try.

13. But the swan, and the goose, and the duck were made to live on the water, and they take great delight in swimming.

14. Birds that swim on the water are called swimmers. How many birds of this kind can you name?

15. Can you tell the names of any birds with feet like the hen's? Tell as many as you can.

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LESSON XXXIII.

Alice Edward Morris digging
Flora weather glories morning
roots picking flowers prettiest
shut bouquet hunting handsome
placed garden training thoughtful

THOUGHTFUL ALICE.

1. "O, here you are! I have been hunting all over the garden for you."

2. "I have been here for some time, training up my morning-glories, and digging about their roots," said Edward.

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3. "I have come to ask you if you would not like to put some of your flowers into a bouquet that I am making for Flora Morris.

4. "Her mother is in the house now; and I told her if she would wait a few minutes, I would give her some flowers to take to Flora.

5. "I thought you would like to send her some of your beautiful roses and pinks, and that is why I have been hunting for you," said Alice.

6. "Why, yes; of course I would, Alice, and am glad you let me know. I wonder we have not thought of it before," said Edward.

7. "Flora has been sick a long time, and it must be very hard for

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her to be shut up in the house this warm, pleasant weather. Let us make a handsome bouquet for her."

8. The children were busy as bees, picking their prettiest flowers, and very soon they placed them in the hands of Mrs. Morris.

9. When the children told their mother what they had done, she was much pleased, and said that she was glad they were so thoughtful and kind.

LESSON XXXIV.

wonderingly	eyed	planted	tiny
mischievous	pride	greeted	shout
sunflower	close	grasped	aglow
dignified	brave	replied	gazing
planting	moist	cooling	beside
babyship	stalk	darling	chubby

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PLANTING A BOY.

1. Dear little, bright-eyed Willie,
   Always so full of glee,
   Always so very mischievous,
   The pride of our home is he.

2. One bright summer day I found him
   Close by the garden wall,
   Standing so brave and dignified,
   Beside a sunflower tall.

3. His tiny feet he had covered
   With the moist and cooling sand;
   The stalk of the great, tall sunflower,
   He grasped with his chubby hand.

4. When he saw me standing near him,
   Gazing so wonderingly
   At his babyship, he greeted me
   With a merry shout of glee.

5. I asked my darling what pleased him;
   He replied, with a face all aglow,
   "Mamma, I 'm going to be a man;
   I 've planted myself to grow!"

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LESSON XXXV.

Heath	Clarence	rule	indeed
Eddy	gathered	guess	except
Mary	something	pussy	roaring
tiger	animals	dwarf	leopard
lion	respects	giant	story

WHAT SHALL WE TALK ABOUT?

What shall we talk about to-night? said Mrs. Heath to Eddy

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and Mary and Clarence, as they were gathered around her for their evening story.

MARY. About the leopard, please.

CLARENCE. About the tiger.

EDDY. About the great roaring lion. I want to know all about lions.

MRS. HEATH. Well, children, you know the rule we made the other night. We are to have the thing before us, that we talk about.

Now, Eddy, if you will bring in your "great roaring lion," I will tell you all about him.

They all laughed, and Mary said:

MARY. I guess it will be a long time before you get your story, Eddy.

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CLARENCE. Eddy will get his story about as soon as I will mine.

MARY. Or I mine, either.

EDDY. Well, mother, I see that by the "rule," we can not have our stories to-night, for there are no lions nor tigers, nor leopards around that we can get. Can we not have a story about something else?

MRS. H. Yes; and I know a beautiful little creature that we can get, that is very much like these animals.

EDDY. Where is it, mother?

MRS. H. It is not far off; indeed, it is in the room now.

CLARENCE. I don't see any thing.

EDDY. Nor I, either, except the cat.

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MRS. H. The leopard, the tiger, and the lion, are animals of the cat kind. In many respects they are just like our cat.

EDDY. Are they big cats, mother?

MRS. H. That is about what they are; they all belong to the "Cat Family." The lion is the giant, and the pussy cat the dwarf of the family.

EDDY. Here, pussy, let me look at you.

CLARENCE. I did not know that you were like the lion, and the tiger, and the leopard before.

MARY. But you are; for mother says so. But I am not afraid of you. You won't hurt any body, will you?

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LESSON XXXVI.

alive	quickly	hyena	next
lilac	sudden	manner	ears
yard	caught	springing	jaws
bush	played	belong	prey
spring	mouse	animals	start

THE CAT FAMILY.

SECOND EVENING.

MRS. HEATH. Where is the cat, Eddy?

EDDY. Here she is, mother.

MRS. H. Now, children, will you tell me what pussy likes to eat?

MARY. Milk.

CLARENCE. Mice and rats.

EDDY. And birds, too. I saw her catch a bird to-day, and eat it.

MRS. H. Did she catch it alive?

EDDY. O, yes!

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MRS. H. Can you tell us how she did it?

EDDY. No, mother; she did it so quickly. She was out in the front yard near the lilac bush, and just as I saw her she made a sudden spring, and the next I knew, she had a bird in her mouth, and ran off with it.

MRS. H. Did you get it away from her?

EDDY. No; she would not let me touch it. Every time I went near her, she would run away.

MRS. H. Did she kill the bird as soon as she caught it?

EDDY. No; she played with it some time. I did not see her kill it; but after a while, I saw her eating it.

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CLARENCE. And I saw her catch a mouse to-day, too, mother. She lay still and watched for it a long time, and then she gave a spring and caught it.

EDDY. Does the lion watch in the same way, mother?

MRS. H. Yes; and so do the tiger and the leopard. All animals of the Cat Family watch as the cat does, and they catch their prey in the same manner, by springing upon it.

CLARENCE. Do these animals look any alike?

MRS. H. Here is a picture of them. Look at it. Do you think they look any alike?

CLARENCE. They all have short, round heads.

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MRS. H. That is right. What else is there alike about them?

MARY. They all have short ears.

EDDY. Their jaws are short, too.

MRS. H. All animals of this family have short jaws, short heads, and short ears. Look at the cat's head, and then look at the dog's head. Do they look alike?

CLARENCE. No; the dog's head is long; his jaws are long, and so are his ears.

MARY. Does the dog belong to the Cat Family?

MRS. H. No; the dog belongs to the Dog Family.

EDDY. Are there any other animals that belong to the Dog Family?

MRS. H. Yes; the fox, the wolf, the hyena, and some others.

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LESSON XXXVII.

cushions	toe	mice	such
velvety	toes	heel	sharp
prickers	claw	foot	hooks
squeeze	claws	hind	footed

PUSSY'S TOES.

THIRD EVENING.

MRS. HEATH. Let us examine pussy's feet to-night.

MARY. O, see here, mother, pussy has a little cushion under each toe!

EDDY. And a larger one under the heel. I wonder what these cushions are for?

CLARENCE. I think I know. They are to help the cat walk so softly that the mice will not hear her.

MRS. H. That is right; and they make her sure-footed, too.

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MARY. How soft and velvety this foot is!

MRS. H. But it is not always so soft as now. Pussy has some prickers hid away among those cushions. See if you can find them, Eddy.

EDDY. Here they are, mother! When I squeeze the foot so, they come right out. See now! They look like little hooks.

MRS. H. They are very sharp, Eddy, and if you are not careful, you will get hurt by them.

These hooks are the cat's claws. When she jumps upon a mouse, they fly out and hold it, so that it can not get away.

You may count the claws or toes on that fore foot, Eddy. How many do you find?

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EDDY. I find five.

MRS. H. And how many do you find on that hind foot, Clarence?

CLARENCE. Only four.

MRS. H. Eddy, can't you find another toe on that hind foot?

EDDY. No, mother; there are only four toes here.

MRS. H. That is right, children; a cat has five toes on each fore foot, but on each hind foot she has only four.

MARY. And does the leopard have a foot like the cat's?

MRS. H. Yes; the leopard, the tiger, and the lion, have such feet.

CLARENCE. With four toes on each fore foot, and five toes on each hind foot?

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MARY. That is not right, Clarence. The hind foot has only four toes, but the fore foot has five. Is n't that so, mother?

MRS. H. You are right, Mary; the fore feet have more toes than the hind feet; and this is so with all animals of the Cat Family.

LESSON XXXVIII.

eighteen	across	pupil	streak
noticed	stories	hunts	larger
blackboard	slowly	write	reason
remember	widens	whole	curtain
to-morrow	change	covers	smaller

PUSSY'S EYES.

FOURTH EVENING.

MRS. H. What did we talk about last night, Mary?

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MARY. About pussy's toes.

MRS. H. And how many did we find that she had, Eddy?

EDDY. Five on each fore foot and four on each hind foot, making eighteen toes in all.

MRS. H. To-night we will talk about pussy's eyes. I will hold the lamp so that its light will shine into them. There! now look. What do you see, Clarence?

CLARENCE. Why, what funny eyes!

EDDY. I never knew, before, that a cat had such eyes.

MRS. H. That is because you have not noticed them. They are always so in the day-time. You must keep your eyes open, if you would learn.

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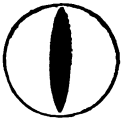
MARY. There is just a streak of black across each eye, up and down.

MRS. H. I will go to the blackboard and draw pussy's eye as it now looks.

[Mrs. Heath always has a blackboard in the room when she tells stories to her children.

Sometimes she draws pictures on it, and sometimes she writes something on it for the children to remember. She says that a blackboard is a great help.]

MRS. H. There! How does that look?



MARY. It looks just like the cat's eye. Let me see if I can make one like it.

MRS. H. That is done very well,

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Mary. Now you may all look into the cat's eyes again. Look now, closely, as I move the lamp slowly away.

Clarence. The black streak widens.

Mary. Now it is round, and covers the whole eye, I think; but it is so dark that I can not see very well.

Mrs. H. It does not cover the whole eye, Mary, and it is not quite round, but is much larger than it was when the light shone into it.

This is the way it looks now. The curtain that is drawn over the eye when it is light, is drawn back when it is dark, to let more light in.

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EDDY. My eyes do not change so, mother.

MRS. H. They do not change so much; but the pupil, that is, the black spot in your eye, is a little smaller in the light than it is in the dark.

EDDY. Why does the pupil of the cat's eye become so large in the dark?

MRS. H. To help her to see; she hunts her food in the night, and she must see to catch it.

CLARENCE. Does the tiger have such eyes?

MRS. H. Yes; the tiger, the lion, and the leopard have such eyes, and for the same purpose; for they, too, hunt their food in the night.

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LESSON XXXIX.

dead	knocks	baa	throw
rug	spoon	butt	sold
fire	blade	also	blow
steep	prove	deep	trick
bank	tickled	dare	knees
ditch	butcher	hide-and-seek	

MY PET LAMB.

1. When I was a small boy, I had a nice pet. My brother John brought a lamb to the house, and gave him to me.

2. The little thing was cold and almost dead, but I put him on a rug near the fire, and fed him warm milk with a spoon.

3. Soon he learned to drink from a dish; and by and by he ate grass in the yard; then he would run and play with me.

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4. I had some fine sport with my pet. I taught him to play hide-and-seek. Once I went to hide by a steep bank, and fell off into a ditch.

5. The ditch was so deep that I could not get out. It was a long time before the lamb found me.

6. When he saw that I could not get out, he began to cry, "baa! baa!" very loud; and I cried, too. Soon John came and took me out.

7. I also taught my lamb to butt with me. I would get down on my hands and knees, and we would strike our heads together.

8. But this did not prove to be good sport, for as he grew larger he would butt too hard for me.

9. "Do not butt so hard," I would

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say, but the lamb did not seem to care for what I said.

10. As I did not like the hard knocks, I would throw my head down and he would not hit me.

11. But once when I did so, a blade of grass tickled my nose. That made me lift my head, and before I could get it down again, the lamb hit me a hard blow.

12. Then I found that I had taught my lamb a bad trick; bad for me, though it was sport for him.

13. He was not a nice pet any more. He became so bad after a while that no one dare go near him, and he was sold to the butcher.

14. If you have a pet lamb, or a pet goat, do not teach it to butt.

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LESSON XL.

shades	Stanley	combine	colors
Annis	reached	interested	single
o'clock	explain	questions	tints
proper	answers	attention	term
possible	various	wonderful	hurry
woman	anxious	understood	Clara

WHAT THE NEW TEACHER DID.

1. "If I do not hurry, I shall be late at school." This is what Clara Annis said to her mother one morning.

2. "I do not know what has made such a change in Clara. Last term she was often late, and did not seem to care.

3. "Now she always wants to be early, and never wants to come home till the school is out.

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4. "Our new teacher, Miss Stanley, must be a wonderful woman. They say that all of the children are just as anxious to be early as Clara is."

5. That is what Aunt Kate said to me the morning after I got there.

6. "Suppose we go and see what Miss Stanley is doing," I said. "It is not nine o'clock, yet."

7. The school bell stopped ringing just as we reached the schoolhouse.

8. But when we went in, every child was in his seat, and the teacher was talking about some flowers which she held in her hand.

9. The children were very much interested in what she was saying,

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and many questions were asked about the flowers.

10. Miss Stanley seemed pleased to have them ask questions, and she took great pains to explain to them what they did not understand.

11. I saw by the answers of the children, that this was not the first lesson she had given them on flowers.

12. They knew the proper name for each, and many of them could tell the names of the various parts.

13. Miss Stanley called attention to their many colors, and to their various shades and tints.

14. And she told them that all of these beautiful colors were made from three single colors.

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15. "But," she added, "it is not possible for us so to combine these colors as to make all of the beautiful ones seen in the flowers."

LESSON XLI.

stretched	perhaps	dish	orange
secondary	painted	purple	stirring
primary	dishes	added	contain
together	square	eager	colored
mixture	closed	frame	dresses

A LESSON ON COLORS.

1. Miss Stanley stretched a sheet of white paper over a frame. Then she placed three little dishes on the table.

2. "These three dishes," the teacher said, "contain three kinds of paint; the three colors from which all other colors are made."

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3. Then, with a brush, she took some paint from one of the dishes, and painted a blue square on the paper.

4. The children knew the name of this color at once, and told her of many things that were blue.

5. Some of them had on blue dresses; parts of some of the flowers were blue; and one little girl had seen a blue bird.

6. With paint from one of the other dishes, a yellow square was painted; and at the right of it, a red one was made, from the other dish.

7. Then she wrote over them the words Primary Colors, and told the children why they were called so.

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8. She said, "They are called primary colors because all other colors can be made with them, but they can not be made with the other colors." This closed the lesson for that morning.

9. But Miss Stanley told them that she would, at nine o'clock the next morning, show them how to mix colors, "and, perhaps," she added, "I will make a picture for you."

10. The next morning Aunt Kate and I were as eager to be at school at nine o'clock, as Clara was.

11. Miss Stanley took a clean dish and put some blue paint into it, and then she put into the same dish some yellow paint.

12. After stirring them together

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awhile, the mixture became GREEN.

13. In another dish she made some ORANGE colored paint, with yellow and red; and with red and blue she made a PURPLE paint.

14. She then painted three squares, green, orange and purple, with these three colors.

16. These she called Secondary Colors, because they were each made of two primary colors.

17. "Now," she said, "I will make you a picture." And in less time than it takes me to write this, she painted a picture like the one on page 141, using only the six colors I have named.

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LESSON XLII.

bat	suppose	membrane	wake
frame	curious	thousands	hang
prick	hardly	overhead	sharp
dark	fingers	building	insects
cave	middle	singular	unlike

BATS.

1. I suppose all of the little boys and girls who read this book, have seen bats.

2. Bats are curious little creatures. One hardly knows what kind of animals they are.

3. Their arms are long; but such very long fingers as they have!

4. Just look in the picture at that middle finger! It is longer than

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the body; yes, longer than the head and body together!

5. The arms and fingers and legs form a frame work to which a thin skin, or membrane, is fastened.

6. This makes the bat's wing. In some kinds of bats this membrane is also fastened to the tail.

7. If you should prick the wing, it would hurt the bat, as it would hurt you to prick your hand.

8. The bat often catches insects under its wing when flying in the dark, and then puts its head under and eats them.

9. Bats do not fly in the winter when it is cold. Where do you think they keep themselves then?

10. If you should go into some

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old building, or into a cave, you would very likely see one taking its nap.

11. But you would not know that it was a bat, I am sure, for a bat when asleep looks so unlike a bat when flying.

12. Do you think bats sleep in little beds, or nests, as the mice do?

13. No; they have a singular way of sleeping. You could not sleep that way at all.

14. Would you like to know about it? I am sure you would and so I will tell you.

15. They have long nails on the ends of their feet. These nails are very sharp; so sharp that they can fasten them into wood if it is not too hard.

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16. When they want to go to sleep, they fasten themselves by these nails to the roof, or to something over-head, and hang down, as you see in the picture.

17. How long do you think they sleep? You will think it a long time when I tell you.

18. They go to sleep as soon as the cold weather comes in the fall, and they do not wake up till it is warm the next spring.

19. Then they get up, and every evening during the warm season, they may be seen catching insects, and eating them.

20. Bats are great eaters, and

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during the summer they catch and eat many thousands of insects, that would, if not caught, do great harm.

LESSON XLIII.

frogs	terribly	dreadful	aim
ready	farthest	cowardly	stir
smooth	straight	speechless	jolly
broken	touched	motionless	edge
alarmed	sneaked	volunteered	death

THE BOYS AND THE FROGS.

1. Once on a time some boys were going by a pond.

2. Seeing the smooth stones on the edge of it, they stopped and began to throw them into the water.

3. Now this pond was a very nice home for the frogs, and many had come there to live.

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4. When the frogs heard the splashing in the water, and saw the stones coming down through it, they were alarmed.

5. What it all meant, they did not know. "I will go and see," one of them said. And he climbed upon a log that lay on the pond.

6. As soon as the boys saw him,

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they said, "O, there is a frog! Let us see who can hit him."

7. And away went the stones; but not one of them touched the frog. The boys were all small and could not throw straight.

8. But the frog was terribly frightened, and jumped back into the water as soon as he could.

9. There he found the frogs as frightened as he was; for some of them had been hurt by the stones.

10. One poor fellow's leg was broken, and he was in great pain.

11. Another was so badly hurt in his head that he could not live.

12. "Oh, the wicked boys! the wicked boys!" said the frog that was stoned from the log.

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13. "Oh, what dreadful creatures they are," said another; "we shall all be killed if they do not stop!"

14. "Oh, dear me! Oh, dear me!" groaned the frog with the broken leg, "it does hurt so; oh, dear me, I shall die!"

15. A brave old frog who knew something about boys, volunteered to go and talk with them.

16. "Boys do not mean to be bad," he said to the other frogs; "they are only thoughtless. When they know that the stones hurt us, they will stop."

17. And out of the pond he went; but he was careful to go out on the side farthest from the boys.

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18. "Boys," he said,—

19. "Where is that noise?" said the boys. But they did not know what the frog said, I am sure, for—

20. "There he is! There he is!" said one of them. "It is a frog. Let us throw at him." But the frog was too far off to be hit by them.

21. "O, what jolly sport! See! he does not stir. Let us try it once more."

22. Just as the boys were ready to "take aim," the frog called out again,

23. "Boys!"

24. It was the boys' turn now to be frightened, for was a frog ever known to talk before?

25. Speechless and motionless

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with wonder, the boys stood gazing at the frog and at each other.

26. "Boys!" and the frog's voice was very sad now, and he spoke very slowly. "Boys,

"THIS MAY BE SPORT FOR YOU,

BUT

IT IS DEATH TO US!"

27. The stones dropped from the boys' hands; and, before the frog could say another word, they were all gone.

28. They had sneaked off, without saying a word, as if they knew that they had been doing something very mean and cowardly, and very wicked, too.

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LESSON XLIV.

Peter	patience	pull	rejoice
success	gladness	sake	weight
Julia	designed	daily	swings
Irving	burdens	efforts	correct
reason	constant	forget	helpful
fellow	frontispiece	Susan	spoken

THE FRONTISPIECE.

1. TEACHER. You may all turn to the large picture in the front of the book. Do you know what that picture is called, Peter?

2. PETER. No; sir.

3. TEACHER. Do any of you know? You may tell me, Susan.

4. SUSAN. It is called a Frontispiece.

5. TEACHER. That is correct. Now you may all answer together: What is this picture called?

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6. CLASS. A frontispiece.

7. TEACHER. How many of you can tell why it is called a frontispiece? I see that you do not know. You may tell me in what part of the book it is, Julia.

8. JULIA. It is in the front part.

9. TEACHER. Frank, you may tell me what it is there for.

10. FRANK. I do not know, unless it is to be looked at.

11. TEACHER. That is right, Frank. Now Irving may tell me what a frontispiece is.

12. IRVING. A frontispiece is a picture in the front part of a book, to be looked at.

13. TEACHER. Why do we look at things, Peter?

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14. PETER. Because it gives us pleasure to see them.

15. TEACHER. Can you give another reason, Susan?

16. SUSAN. We look at things because we can learn so much about them by looking at them.

17. TEACHER. You are both right in your answers. You may all look at this picture now. After looking awhile, you may tell me what you see in it.

18. When the children had told all they could about the picture, the teacher told them that there were some lessons in it which they had not spoken of, and she was sure they had not seen them.

19. "The little girl feeding the horse with grass," she said, "is one

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of the lessons. It is to teach us to be kind to animals.

20. "The horse standing so still while the boy is trying to get on him, is another lesson; and it teaches that kindness to animals will make them kind and gentle.

21. "The boy on the horse, helping his brother up, is another. It teaches us that we should be kind and helpful to each other.

22. "See how the little fellow struggles to get up! His brother is not strong enough to pull him up alone.

23. "Let this teach you that others can not help you to success, unless you do all you can to help yourself.

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24. "One boy stands on the ground and swings his hat. What does this teach?

25. "The great gladness which this boy shows, teaches us that we should rejoice at the success of others.

26. "The patience of the horse under the weight of the boys, teaches us that we should be willing to bear burdens for the sake of giving pleasure to others.

27. "And these trees, too, with their cooling shade, have a lesson for us. It is that our daily life should be a constant comfort to all around us.

28. "I hope none of you will ever forget the lessons the frontispiece of this book is designed to teach."

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LESSON XLV.

naughty obey repay dutiful
gratitude older grieve parents
command every smiled tenderly

GRATITUDE TO PARENTS.

1. My father, my mother, I know
   I can not your kindness repay;
   But I 'll try as older I grow,
   Your every command to obey.

2. You loved me before I could tell
   Who it was that so tenderly smiled;
   But now that I know it so well,
   I will be a dutiful child.

3. I am sorry that ever I could
   Be naughty and give you such pain;
   But I 'll try and learn to be good,
   That I never may grieve you again.

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LESSON XLVI.

Dick	mill	seemed	mind
peep	rate	ducking	cluck

LITTLE DICK'S HEN AND HER DUCKS.

1. Little Dick set ten duck's eggs under his old black hen. Ten little ducks were hatched out of them.

2. One day, not long after they

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were hatched, the old hen took them out to walk, down by the mill pond.

3. As soon as the ducks saw the water, they cried, "peep! peep!" and ran off to it fast as they could, and the black hen ran after them.

4. When they got to the pond, the ducks did not stop, but went right into it and swam away, dipping their little heads into the water, and seemed as happy as they could be.

5. But the poor old hen was in great trouble. She thought her dear little children would all be lost.

6. Up and down the edge of the pond she ran in her fright, calling all the time for them to come back, but they would not.

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7. The hen did not dare go into the water, for hens can not swim, you know, but she thought she must get to her children.

8. So she flew on a rock that was out in the water, and then she called them again.

9. She said, "cluck! cluck! cluck!" which meant, "come back, come back, my pretty ones!" But the little ducks did not mind what she said.

10. May be they did not know what she wanted, and wondered why she did not come and enjoy the water with them.

11. At any rate, they kept on swimming and ducking their heads into the water, and talking fast as they could to each other.

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12. Just then a large white goose, with a long neck and a broad back, came along to see what was the matter.

13. As she came near the rock, the hen flew on her back. This the goose did not mind, but swam away with the old hen on her back, to see the ducks.

14. By and by the ducks began to be tired, and they went out of the pond. The goose swam after them, and when she was near the shore, the hen flew on the bank.

15. "Cluck! cluck! cluck!" said the old hen, and this time the ducks ran up to her, and they all went home together.

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LESSON XLVII.

rosebud	fixed	carries	dreams
gathers	wake	angels	trundle
innocent	lilies	scenes	seemed
shadow	soul	folded	sparkle

THE CHILD'S DREAM.

1. My Rosebud lay in her trundle-bed,
With her small hands folded above her head;
And she fixed her innocent eyes on me,
And a thoughtful sparkle in them I could see

2. "O, mamma!" she said, "when I go to sleep,
I pray the Good Father my soul to keep;
And He comes and carries it far away,
To the beautiful home where the angels stay!

3. "I gather red roses, and lilies so white,
And sing with the angels all the long night;
And when in the morning, I wake from my sleep,
He gives back the soul that I gave him to keep!

4. "AND THEN I REMEMBER, AS BEAUTIFUL DREAMS,
THE HOME OF THE ANGELS—THE WONDERFUL SCENES!"

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LESSON XLVIII.

title	contents	numbers	collected
script	margin	spelling	dismissed
party	capitals	praised	inquisitive
border	periods	selected	interrogation
Friday	Tuesday	indented	Galloway

WHAT THE SECOND READER CLASS DID.

1. At noon, one day, the class in the Second Reader were talking of some curious questions which their teacher had asked about the parts of a book.

2. They had never heard such questions before, and were quite sure that they did not know just what was meant.

3. After school that day, they spoke to Miss Davis, their teacher, about it.

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4. She told them what the questions were, and said it would be a very good plan for them to ask their parents, or their larger brothers and sisters, about them.

5. That evening a great many questions were asked and answered in the homes of the Second Reader class.

6. The next day Miss Davis found that the children could not only answer the questions she had asked, but could tell much more about a book than she had asked for.

7. She was pleased that they had taken so much pains to find the answers, and said that she would write some questions on the board for them to answer in writing.

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8. These are the question which Miss Davis wrote on the black-board, in script:

1. What is the Frontispiece of a book?

2. What is the Title Page of a book?

3. What is the Table of Contents of a book?

4. What is a Leaf of a book?

5. What is a Page of a book?

6. What is the Margin of a page?

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9. Miss Davis said, "You will answer these questions next Friday; and as this is Tuesday, you will have three days to find the answers to them."

10. For three days the children were very inquisitive. Every night they took their slates home and wrote out such answers as they could.

11. They learned where to use capitals, and periods, and interrogation points, and what lines should be indented.

12. They learned, also, that they should not begin any of the lines close to the left side of the slate.

13. When Friday came, after every slate was made clean, the

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children began to write their answers to the questions.

14. Before they finished writing, a party of visitors came into the room.

15. One of them thought the questions were quite hard for so small children to answer in writing.

16. But Miss Davis said the children knew the answers to them, and that any one could tell what he knew.

17. When the children had finished writing, their slates were collected and placed on the teacher's desk, and they were dismissed till the next Monday.

18. Miss Davis told the visitors that they might examine the slates.

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They praised the writing of all the children, and said that the spelling was good.

19. But they selected one slate as having the best answers to the questions. It was Hattie Galloway's slate. This is what Hattie wrote:

Miss Davis:

1. The Frontispiece of a book is the picture fronting the first page of a book.

2. The Title Page is the first page, and it contains the name of the book. Title pages are often very nicely printed.

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3. The Table of Contents is that part of a book which tells the names and numbers of the Lessons, and on what pages they are found.

4. A Leaf is any one of the thin parts between the covers of a book.

5. A Page is one side of a leaf.

6. The Margin of a page is its edge or border. It does not often have any printing on it.

Hattie Galloway.

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LESSON XLIX.

sow	shows	spirit	scatters
true	seeds	strength	where 'er

SEEDS OF KINDNESS.

1. How many seeds of kindness,
A little child may sow!
'T is true he has but little strength,
And does but little know.

2. But 't is the loving spirit,
And not the strength, he shows,
That scatters seeds of kindness
Where 'er in life he goes.

LESSON L.

balmy	shady	suit	cheering
showers	cluster	dyes	glance
flow'rets	blazing	ice	autumn
fragrant	desire	dwells	brilliant
bowers	rejoice	rosy	stern
pleasure	better	share	happiness

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WHAT WE LOVE.

MARY.

I love the spring, the gentle spring;
I love its balmy air;—
I love its showers, that ever bring
To us the flow'rets fair.

ELLEN.

I love the summer's sky so bright;
I love the fragrant flowers;
I love the long, long days of light;
But more the shady bowers.

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CHARLES.

I love the autumn's clust'ring fruit,
That in the orchard lies;
I love its ever-changing suit,
Its trees of brilliant dyes.

ALFRED.

I love stern winter's ice and snow;
I love his blazing fire;
I love his winds that freshly blow;—
Yes; winter I desire.

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ALL.

Come, let us sing, we love the spring;
We love the summer too;
While autumn's fruit each one will suit,
To winter give his due.

MARY.

I love my father, ever kind;
I love to meet his smile;
I love to see him pleasure find
In watching me the while.

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ELLEN.

I love full well my mother dear;
I love her cheering voice;
Her gentle words I wait to hear,
They make my heart rejoice!

CHARLES.

I love my little brother, sweet;
I love his words of glee;
I love his playful glance to meet,
His beaming smile to see.

ALFRED.

I love my little sister, fair;
I love her rosy cheek;
I love with her each joy to share,
Her happiness to seek.

ALL.

Our friends are dear, that we have here,
But, better far than all,
There 's One we love, who dwells above,
And on His name we 'll call.

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WORD LESSONS.

Words on pages 19 to 23, for Pronouncing and Spelling Exercises.

1	An'na	hăs	nīght	tēach'er
2	ănd	hăve	nŏt	tĕll
3	ăre	Hĕn'ry	now	tĕlls
4	ăs	hē	one (wŭn)	thăt
5	ăsk	hĕr	ō'vĕr	the
6	ăt	hēre	pa pä'	thêir
7	bē	hĭm	pĭe'ture	thĕm
8	bo͝ok	hĭs	pĭe'tures	thĕn
9	bo͝oks	hōlds	plēase	thĕy
10	bôught	house	plēased	thĭnks
11	căre'ful ly	how	răn	tōld
12	dĭd	ĭf	rēad	to
13	dĭrt	ĭn	rēad'ing	to͝o
14	do͝es	ĭn'to	sâid	vĕr'y
15	ēar'ly	ĭs	sâys	want
16	fall	ĭt	seho͝ol	want'ed
17	fôr	läst	sēe	was
18	gĕt	lĕt	sēem	wāy
19	gĭrl	līke	shăll	wē
20	glăd	lo͝oks	shē	wĕnt
21	gō'ing	lo͝ok'ing	shōw	what
22	go͝od	mēan	shōw'ing	whĕn
23	gŏt	mūch	sō	wĭll
24	hăd	new	so͝on	wĭth
25	hănd	nīce	stōre	wo͝uld

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WORD LESSONS.

New words on pages 23 to 29½, for Pronouncing and Spelling Exercises.

1	a bout′	hĕads	nō	sīde
2	ăm	hēar	nȯth′ing	sĭx
3	äsks	hōld	ŏf (ŭv)	sọme
4	ȧ wāy′	hōpe	ŏn	spēak
5	bạll	jŭmp	out	spōrt
6	bĕst	kēep	pāne	stănd
7	bōys	*k*nōw	păt	stĭll
8	bŭt	lāte	păt′ter	stō′ry
9	eăn	lēarn	pĭt′ter	strāi*gh*t
10	chĭl′dren	lēaveṣ	plāy	thĭn̲k
11	cȯme	lĕft	plāy′ing	ṫhĭs
12	coụld	lĕs′son	prĕt′ty	thrọ*ugh*
13	count	lĭs′ten ing	pụt	ṫhō*ugh*
14	dāy	lĭt′tle	rāin	thrēe
15	dọ	lo͝ok	rāin′drops	tīme
16	drŏps	māke	rāin′y	tŭrn
17	ĕls*e*	mâny	rē cĕss′	t*w*ọ
18	fär	mē	rī*gh*t	ŭs
19	fäst	mēaṇs	rōpe	vĕr′seṣ
20	fīve	mēet	rụle	wĕll
21	fōur	môrn′ing	sāy	wēre
22	frŏm	mȯth′er	seēs	whêre
23	gīrlṣ	mŭst	sehōo͝l′-house	wĭn′dō*w*
24	gōeṣ	nĕv′er	sehō͞ol′-room	yọu
25	hăp′py	nĕxt	shoụld	yọur sĕlf′

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WORD LESSONS.

New words on pages 29½ to 38½, for Pronouncing and Spelling Exercises.

1	a̤ll	gō	līkes	Snōw'-white
2	a̤l'most	grănd'pa	līst'eṇs	sȯme'times
3	â'ny	grāy	măn	spŏt
4	ăp'ple	hăir	māy'be	spŏt'ted
5	ärmṣ	hăt	mōre	stŏp
6	be hīnd'	hĕad	nēar	stō'ries
7	bĕll	hĭm sĕlf'	ōld	sŭm'mer
8	bĕnch	hŏŏp	ȯth'er	tāke
9	blăek	hŏŏps	pēach	ta̤lk
10	bōth	hŏp	pēach'eṣ	thĕm sĕlves'
11	boy	hŏp'ping	pĭnk	thēṣe
12	bȳ	hŭgṣ	pōrch	trēe
13	cāne	Jāne	prēt'ti er	trȳ'ing
14	choice	jŭmp'ing	Răl̤ph	wa̤lk
15	dēar	jŭst	rēads	wa̤rm
16	de cīde'	Kāte	rĕd	wĕath'er
17	down	kēeps	rĭng'ing	Wĕllṣ
18	drĕss	kīnd	rīpe	whīte
19	ēach	kīnd'ness	rōll	*who*
20	en joyed'	kĭt'ten	rōll'ing	wȯrds
21	fīne	kĭt'teṇs	saw	yĕl'lōw
22	frūit	lāne	sĭt'ting	yĕs
23	frŏl'ic	lēan'ing	skīp	yĕt
24	fṳll	lēarned	skīp'ping	yoŭng
25	gāve	lēaveṣ	snōw	yo̤ur

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WORD LESSONS.

New words on pages 38½ to 44½, for Pronouncing and Spelling Exercises.

1	ăir	ēar'li est	lăp	shŭt
2	bärn	ĕggs	lärk	sĭl'ver y
3	beaū'ti ful	en joy'	lāy	sĭng
4	bēe	fär	loud	sĭp
5	be lēve'	fīnds	māy	slȳ
6	bĭds	fīrst	mĕn	sprĭng
7	bīrds	flȳ	mīce	stāy
8	bŏd'y	flow'ers	mĭlk	sŭn
9	brĕad	fōōd	mōō	swēet
10	brĭng	fŏx	mouth	taught
11	eāke	gāy	mȳ	tēa
12	eāme	gĭve	nēi'ther	thīrst'y
13	eătch	gĭves	news	thrōat
14	eăt	*g*naw	nōtes	tĭll
15	ea*ugh*t	Gŏd	ŏff	trăps
16	chēese	gŏŏd	pāint'ed	trough
17	eow	hal'ter	pīe	trȳ
18	eŭn'ning	hăt	pīes	tūned
19	eŭp	hĕn	pŭmp	use
20	eŭp'boärd	hī*gh*	răt	văl'leys
21	eŭs'tard	hon'eў	re joice'	voi'ces
22	dăsh	hŏt	rŭn	wĕt
23	dĭn'ners	hous'es	rĭng	wĭngs
24	dŏgs	hŭrt	rōse	wīse
25	ēat	hŭt	sĕt	wŏŏds

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WORD LESSONS.

New words on pages 44½ to 55, for Pronouncing and Spelling Exercises.

1	a gâin′	ē′ven	lŏng	shīneş
2	a̤l thō*ugh*′	ĕv′er y	lo͝oked	sho͞ot
3	be gĭn′	fāce	lo͝ve	skȳ
4	bĕt′ter	fäst′er	mād*e*	spär′kle
5	Bĕt′tie	fĭt	mam mä′	splăsh
6	blūe	friĕnds	Mo͝n′day	spr*e*ăd′ing
7	brănch′es	gĕt′ting	nēed	sŭch
8	bro͝ok	glăd′ly	nôr	sŭp′per
9	Brū′no	gräss	ôf′*te*n	şūre
10	buīld	greāt	ōn′ly	*th*êre
11	bu̇′şy	grēen	our	*th*ĭng
12	e̤all	ground	pāil	*th*ô*ught*
13	chăirş	grōws	plā′ces	Tĭm
14	elēan	gŭn	plĕaş′ant	to dāy′
15	e͘o͝v′ered	hĕlp	po͝or	tow′els
16	dănce	her sĕlf′	pu̇t′ting	trieş
17	dēal	him sĕlf′	quīte	vāin
18	dē′cent	hōme	re pōrt′ed	wa̤rmş
19	dīrt′y	hôrse	rĕst	wa̤sh
20	dis grāce′	ī′dle	ro͝om	wa̤′ter
21	do͝ne	lăd	rŭbs	wa̤tch
22	drōve	lärge	sēen	wēek
23	dŭck	läst′ing	sĕl′dom	wh*ĭ*ch
24	e noŭgh′	līe	sĕnt	wo͝rse
25	e̤arth	līfe	shād*e*	y*ē*arş

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WORD LESSONS.

New words on pages 55 to 65, for Pronouncing and Spelling Exercises.

1	ăg'o ny	erȳ	*k*nĕw	sī*gh*
2	äh	dȯz'en	läugh	slȳ'ly
3	a lŏng'	drĭn̲k	läughed	snōw'y
4	a loud'	drōll	Lēe	sȯme'thing
5	an ȯth'er	drŏpped	lĕg	sŏŏn
6	băd'ly	Ed'win	lĕs'son	sŏr'ry
7	bärk	ĕv'er	līne̲s	stärt'ed
8	bärked	fä'ther	mäs'ter	steal
9	bēam	fēel	măt'ter	stōne
10	be cāme'	fĕll	mōpe	strŭck
11	be fōre'	fĕnce	nāme	stŭmp
12	be găn'	fīēld	nī*gh*	sŭn'shine
13	bĭg	fōōd	nō̲se	sup pōse'
14	bōne	for gĕt'	nō'tice	tā'ken
15	bôrn	frī*ght*	ōld'er	teăr
16	Brăg	frï*ght*'ened	ôr'chard	thăn
17	brōke	fŭn'ny	o ver rŭn'	tōrn
18	e̲alled	gĕn'tle	peăr	troŭb'le
19	Cär'lo	grănd	pĭck	tŭm'ble
20	elīmbed	grōan	piē'ce̲s	wāit'ed
21	chēeks	hăp'pi est	pout	wāve̲s
22	elōthe̲s	hēard	rĭp'ple	whīned
23	elōth'ing	joy	săn̲d	wī̲se
24	erĕpt	Jŭdd	sēemed	wȯrk
25	erīed	kĭnd'er	shȯȯk	wȯrth

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WORD LESSONS.

New words on pages 65 to 79, for Pronouncing and Spelling Exercises.

1	a bove′	ēarṣ	līked	sŏft′ly
2	ăct	ę*igh*t	līveṣ	sŏr′rōw ful
3	äft′er	e*y*eṣ	măt′ter	sound
4	ạl′ways	făm′ i ly	mēal	squīr′rel
5	A′my	fĕd	ne*igh*′bors	stŏŏd
6	ar rīved′	fēel′ing	noiṣe	strŭg′gle
7	äsked	fĕl′low	ōwn	St. Lọu′ĭs
8	a slēep′	fĭll	pēo′ple	tāme
9	äunt	flew	pĭn̲k	tāste
10	băck	fŏl lō*we*d	point	tăst′ing
11	be cāme′	fŏnd	point′ing	tēach
12	bĕd	grōane*d*	pōur′ing	tēach′es
13	bŏŏk	grōw′ing	prĕt′ti est(prĭt)	tŏŏk
14	brŏŏk	härd	rē′al ly	tōw′ard
15	brô*ugh*t	hēar′ing	sēe′ing	trĭed
16	eăr′ried	hĕld	sāy′ing	tŭcks
17	chănce	hōle	sēen	up ŏn′
18	chēek	how	sĕn′seṣ	u′seṣ
19	chĭck′en	J*oh*n	shōul′der	va ēā′tion
20	elŏck	jŭmped	shĭpped	vĭs′it
21	eȯm′fort	kĭll	slēep′y	wăgs
22	eoŭn′try	kĭng	sma̲ll	wa̲*lk*ed (t)
23	erū′el	lămp	smĕll	wēek
24	dŏe′tor	lĭt′ters	smĕll′ing	Whĭt′y
25	drīve	lĭcked	snŭg	wĭck′ed ness

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WORD LESSONS.

New words on pages 79 to 92, for Pronouncing and Spelling Exercises.

1	à crŏss′	de līght′ed	Hĕr′bert	sāme
2	à līve′	de pĕnds′	ĭn′jured	sĕv′en
3	à round′	dĭp	jŏb	sĕv′er al
4	à whīle′	dŏne	jŭst	shēep
5	beaū′ti ful ly	dōn′t	lămbs	shōre
6	been (bĭn)	drown	lĭv′ing	sĭnce
7	bīrd′ĭe	en dūre′	lŏcks	sōld
8	blĕst	färm	lŏve′ly	spīte
9	blōw′ing	fēa′ture	mīles	spōke
10	brāve′ly	fĕlt	năr′row	sōld
11	brīght	fĭn′ish	nēed′ful	stănd′ing
12	bŭt′ter	fĭn′ished	nĕst	stärt′ed
13	Cärl	Flō′ra	nīght	strēets
14	chānged	frĕsh	O′tis	sūre′ly
15	chŭrned	for gŏt′ten	păns	talk′ing
16	cĭt′y	fôrm	pässed	talked
17	clāim	fôr′ty	pēep	tĕn
18	coōl	found	prĕt′ty (prĭt)	tĭn
19	com mănds′	gīv′ing	pŏnd	trĭp
20	coŭr′âge	glēe	pō′ny	watch′ful
21	crēam	grănd′moth er	pōur	what ĕv′er
22	crĕd′it	hälf	rĕad′y	whīle
23	cŭt′ting	hāy	re cēive′	Wĭl′lie
24	dāi′ly	Hēath	rĕd′breast	wĭnd
25	de clăre	hĕlped	rīse	wo͝od

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WORD LESSONS.

New words on pages 92 to 102, for Pronouncing and Spelling Exercises.

1	a̤l rĕad'y	gāte	my sĕlf'	shăll
2	ăn̲'gry	gŏne	nĭm'ble	sĭl'ly
3	băn̲k	grănd'ma	noōn	sĭng'ing
4	bāthe	gräss	o̤nce	sīr
5	bē cŏme'	grōve	ōwned	smōōth
6	be gĭn'ning	hăp'pened	pärt	sŏft
7	bĭg'ger	härm	päs'ture	sōw
8	brī'dle	här'vest	plow	spăn
9	bröth'er	hāy'-mak er	pōst	stăck
10	brown	hĭtched	prănced	stŏck
11	eăn'ter ing	hŭnt'ing	pṳlled	stō'ny
12	eăt'tle	Jāmes	quär'rels	stŏpped
13	chēat	kĭck	quĭck'ly	strīke
14	eôrn	kīnd̲s	quī'et ly	thăn
15	eŭt'ting	lănd	rāke	to̤ gĕth'er
16	dra̤wn	lärge	rāk'ing	tŏp
17	drȳ	lōad	rāked	town
18	ēarn	lōad'ed	rēached	tŭrned
19	ĕmp'ty	lŏt	re plīed'	wăg'on
20	ĕnd	ma chïne'	rēap	whēels
21	färm'er	māk'ing	rīde	wĭn'ter
22	fēed	mĕad ōw	rōde	wī'g̲er
23	fēet	mĕag'ure	rōad	wĭsh
24	fĭf'ty	mīne	sāve	with out'
25	frönt	mōw	sēized	wörld

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WORD LESSONS.

New words on pages 102 to 114, for Pronouncing and Spelling Exercises.

1	āebes	fĭl'led	mĕr'ry	staa̲lk
2	Al'ĭce	flăt	mĭn'ùtes	stāte'ly
3	bā'by ship	fôrm'ed	mȯn'eў	stēed
4	bēeş	fŭn	mis chiēv'oŭs	strĕngth
5	be twēen'	gär'den	Môr'ris	strŏng
6	boy'hood	gĕnt'ler	mōst	sŭn'flow er
7	bōu quęt'	gĭft	mo̲veş	swa̲u
8	brāve	gläss	Nĭe*h*'o läs	swēet'ly
9	broa̲d	glō'rĭes	plāced	swĭm
10	bu*ў*	gōose	plănt'ing	swĭm'ming
11	eăre	grāce'ful ly	poi'şon	swĭm'mer
12	elōşe	hănd'some	Pŏn'to	tēaşe
13	elŭb	härm'less	prāy	tōeş
14	de lī*ght*'	hāte	prīde	thôu*ght*'ful
15	dīed	hăth	proud	trāin'ing
16	dĭg'ging	hătched	pu̲sh	tŭr'ke*ў*ş
17	dĭg'ni fīed	hătch'es	roo̲ts	un kīnd'
18	dis trŭst'	in tĕl'li gence	sa lōon'	wāit
19	drăn̲k	jŭg	sĕnd	wĕb
20	drŭn̲k	lănd	shōwn	whĭpped
21	drŭn̲k'ard	lĭq'ŭor	sĭck	whĭp'ping
22	Ed'ward	lў'ing	skĭn	*wh*o̲şe
23	e*ў*ed	māk'ĕr	sŏd	wīde
24	fā'moŭs	ma jĕs'tie	sŏng'ster	wȯn'der ing ly
25	făs'ten ed	măn'hood	speēd	*wr*ŏng

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WORD LESSONS.

New words on pages 114 to 134, for Pronouncing and Spelling Exercises.

1	à frāid′	dwạrf	lĕop′ard	shôrt
2	à glōw′	Ed′dy	lī*gh*t	shout
3	à līke	ẹ*igh*t′eēn	lī′lae	slōw′ly
4	ăn′i mals	ēith′er	lī′on	smạll′er
5	be lŏng′	ē′ven ing	măn′ner	sŏft′ly
6	be sīde′	ex ăm′ ine	Mā′ry	squēeze
7	blăck′bōard	ex cĕpt′	mīne	stärt
8	bụsh	fōōd	moist	stēep
9	eăre′ful ly	fo͝ot	mouse	stō′rĭes
10	chānge	fo͝ot′ed	nō′ticed	strēak
11	chŭb′by	fōre	plănt′ed	sŭd′den
12	€lăr′ence	găth′ered	plāyed	sūre-fo͝ot′ed
13	elạw	gā′zing	prẹy	tạll
14	elōse′ly	ġī′ant	prĭck′ers	tī′ger
15	eount	grăsped	pū′pil	tĭn′y
16	eov′er	grēet′ed	pŭr′pose	tọ mŏr′row
17	erēa′ture	guĕss	pụs′sy	tọ nīght′
18	eŭr′tain	hēel	rēa′ṣon	toŭch
19	eụsh′ïon	hīnd	re mĕm′ber	vĕl′vet y
20	därk	ho͝oks	re spĕcts′	wạll
21	där′ling	hŭnt	rōar′ing	*wh*ōle
22	dāy′time	hy ē′na	round	wī′dens
23	dĕad	in dēed′	sāme	wọn′der
24	draw	jạw	shīne	*wr*īte
25	drawn	lär′ġer	shärp	yärd

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WORD LESSONS.

New words on pages 134 to 146, for Pronouncing and Spelling Exercises.

1	ăd′ded	eū′ri oŭs	*k*nŏcks	rŭg
2	a̤l′so	dăre	lāte	sēat
3	Au′nis	därk	lĭft	seek
4	ān′*sw*er	dēep	loud	sĕc′on da ry
5	ăn*x*′ious	dĭsh	mĕm′brane	shēet
6	at tĕn′tion	dĭsh′es	mĭd′dle	sĭn′gle
7	baä	dĭtch	mĭx	spōōn
8	băt	drĕss′es	mĭx′ture	squăre
9	blāde	ēa′ger	nāmed	Stăn′ley
10	blōw	ex plāin′	nīne	stīr′ring
11	brŭsh	fĭn̤′ger	o′elŏck	strĕtched
12	buĭld′ing	fīre	ŏr′ange	sŭp′per
13	bŭtt	frāme	o ver hĕad′	tā′ble
14	bu̇tch′er	gōat	pāins̤	tĕrm
15	ea̤lled	Gŏd	pāint	thrōw
16	eāve	gĭv′*e*n	pärts	tĭck′led
17	Clăr′a	grew	per hăps′	tĭnts
18	elēan	hăng	pĕt	tŏŏk
19	elōs̤ed	härd′ly	prĭck	trĭck
20	eōld	hĕld	prī′ma ry	us′ĭng
21	eȯl′ors̤	hīde	prŏp′er	un der stŏŏd′
22	eȯl′ored	hŭr′ry	pro̤ve	wo̤′man
23	eom bīne′	in sĕets′	pŭr′ple	wȯn′der ful
24	eon tāin′	ĭn′ter est ed	quĕs′tions	*w*rōte
25	erĭed	*k*nĕes̤	rĭng′ing	yĕl′lōw

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WORD LESSONS.

New words on pages 146 to 164, for Pronouncing and Spelling Exercises.

1	āim	ef'forts	nāils	speech'less
2	a lärmed'	ĕnds	na*ught*'y	splăsh'ing
3	a lōne'	f är'thest	o bey'	spōke
4	băck	feed'ing	pāin	spō'ken
5	băts	frŏgs	pār'ents	stĭll
6	beăr	front'is piēce	pā'tience	stīr
7	brō'ken	gĭv'ing	Pē'ter	stōned
8	bŭr'dens	glăd'ness	pull	stŏp
9	eluck	grăt'i tude	puts	sue cĕss'
10	eon'stant	griēve	răn	Sū'şan
11	eor rĕct'	hĕlp'ful	rāte	swĭngs
12	eow'ard ly	hĭt	rĕad'y	tĕn'der ly
13	dăre	Ĭr'ving	re pāy'	tĕr'ri bly
14	dĕath	jŏl'ly	rŏck	thĭn
15	de şīgned'	Jūl'ia	roof.	thou'şands
16	Dĭck	kĭlled	săd	toŭched
17	dīe	līke'ly	sāke	troŭb'le
18	dĭp'ping	lŏg	sēa'şon	ŭn'der
19	drĕad'ful	lōn'ger	seemed	un lĕss'
20	dŭcks	lōst	sĕt	un līke'
21	dŭck'ing	mĕant	shōws	vol un teered'
22	dū'ring	mĭll	sĭn'gu lar	wāke
23	dū'ti ful	mīnd	smīled	we*ight*
24	ēat'ers	mō'tion	snēaked	wĭck'ed
25	ĕd*ge*	mō'tion less	sŏr'ry	wĭng

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WORD LESSONS.

New words from page 164, for Pronouncing and Spelling Exercises.

1	ăn'gle	flow'er ets	Mŏn'day	show'er
2	a̤u'tumn	flow''rets	nĕck	slāte
3	bä*l*m'y	fōld'ed	nīce'ly	sleep
4	bēam'ing	frā'grant	nŭm'ber	smīle
5	blāz'ing	frĕsh'ly	pär'ty	sōul
6	bôr'der	Frī'day	pär'ties	spâr'kle
7	bow'er	frŏnt'ing	pē'ri ods	spĕll'ing
8	brĭll'iant	Găl'lo way	plăn	spĭr'it
9	eăp'i tals	găth'er	plāy'ful	stērn
10	eăr'rĭeş	glänce	plĕas'ure	sūit
11	cheer'ing	hăp'pi ness	prāiṣed	tāk'en
12	elŭs'ter	Hät'tie	prĭnt'ed	tīred
13	eol lĕct'ed	hăv'ing	rāte	tī'tle
14	eon tāin'	īce	rōṣe'bud	trūe
15	eŏn'tents	in dĕnt'ed	rō'ṣeṣ	trŭn'dle
16	Dā'vis	ĭn'no cent	rō'ṣy	Tūeṣ'day
17	dĕsk	in quis'i tive	scăt'ters	vĭs'it ors
18	de ṣīre'	in ter ro gā'tion	scēneṣ	vĭs'it ed
19	dis mĭssed'	kĕpt	scrĭpt	wāit
20	drēam	lēaf	seed	wạtch'ing
21	dūe	lĭl'y	seek	whêr ĕv'er
22	dȳeṣ	lĭl'ies	se lĕct'ed	where e'er
23	dwĕlls	līnes	shā'dy	wŏn'dered
24	fāir	mär'ġ in	shăd'ōw	*wr*īt'ing
25	fĭxed	măt'ter	shăre	*wr*ĭt'ten

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